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This report of a 2-week workshop contains four papers presented by their authors, eight business presentations, and 1 group and 24 individual projects developed by the workshop participants. The papers pertain to project evaluation, project information, project training and distributive programs. The business presentations relate to new products, the consumer, store operations, retailing, convenience stores, direct sales, industrial distribution, and individual needs of youth. The group projects relate to: display, communication, educational requirements, employment opportunities, job application, style show, product information, advertising, management, and sales. Projects for individual students relate to: career decision (10), job performance (7), sales (6), advertising, and income tax. Each project includes: descriptive title, objective or purpose, nature and scope, materials, equipment, and facilities, pre-project preparation, step-by-step description, and evaluation. VT 007 375 is a report of the same type of workshop conducted at Rutgers, and VT 007 376 is a summary and final report of the development and evaluation of both workshops. (MM)

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WORKSHOP REPORT

DISTRIBUTIVE EDUCATION PROJECT DEVELOPMENT WORKSHOP.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Conducted at
THE UNIVERSITY OF WISCONSIN univ, madison,
Madison, Wisconsin
July 30-August 11, 1967

VT007377

Conducted pursuant to Contract
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Div. Comprehensive and Voc. Ed.
Research, U. S. Office of Education

ED023933

PREFACE

The National Workshops in Project Development for Distributive Education were conducted under a project grant from the U.S. Office of Education during the summer of 1967. The first of these two-week workshops was conducted at Rutgers - The State University from June 19 through June 30, 1967. The second was conducted at the University of Wisconsin from July 30 through August 11, 1967. The purpose of the workshops was to provide selected participants an opportunity to work with a staff of national leaders in distributive education in identifying, planning, developing, and implementing the project method in distributive education.

The participants concerns extended beyond the development of projects for distributive education. They raised questions such as: What is the best organizational pattern for a distributive education program? How do we manage a program which is utilizing the laboratory for vocational application? How do we determine the learning needs of individual students? What can we do to effectively manage projects in a distributive education classroom or laboratory? What kinds of experiences are most appropriate at the various grade levels and for various occupational goals?

This document is the Final Report from the Wisconsin workshop. It contains the projects developed by the workshop participants, the papers presented by the educators, and abstracts of the papers presented by business resource people. The developed projects here represent the first national effort for the development of materials designed specifically for project training in distributive education.

Appreciation is extended to each of the participants, to the resource leaders, and particularly to F. William Beecher for providing leadership and direction at the workshop conducted at the University of Wisconsin. It is hoped that the materials which these people have so diligently prepared will be helpful to distributive personnel throughout the United States.

Dr. Harland E. Samson, Director
National Workshops in
 Project Development
Distributive Education
University of Wisconsin

FOREWORD

The workshop was held to provide selected coordinators with an opportunity to make a detailed examination of Projects in teaching Distributive Education. Nominees from the twenty-five Western States and District of Columbia were invited to attend the University of Wisconsin for two weeks.

The program was arranged to provide a maximum of individual participation discussing papers and presentations prepared especially for the workshop. Business specialists gave the workshop the benefit of their experience in discussing current methods and trends which influence Distributive Education.

Interspersed with the workshop discussions on "Project Training" and "Business Views" the participants worked in small groups, to discuss the topics presented as they might influence the technique of teaching Distributive Education. These small group meetings provided the participants with the opportunity to exchange information about practices, viewpoints, and trends in their several states.

Three types of projects were developed which could involve (1) a whole class, (2) a small group, and (3) the individual student. However, it must be emphasized that the objective was to study "Project Training" in terms of structure and how it should be implemented to improve the students knowledge and skill lending to employment in the field of distribution, as well as the production of sample projects.

Dr. Harland E. Samson, Director
National Workshop in Project
Development
Distributive Education
University of Wisconsin

TABLE OF CONTENTS

PAGE

PREFACE I

FOREWARD II

I. WORKSHOP PROGRAM

- A. Staff 2
- B. Guest Lecturers 4
- C. Participants 5
- D. Program 8

II. PAPERS

- Evaluation of Projects and Project Outcomes by Richard D. Ashmun 22
- Planning, Scheduling, and Controlling - A Distributive Program by Duane L. Flagg 32
- Extending Project Information to Distributive Personnel by Dennis D. Tiger 42
- Moving Ahead With Project Training in Distributive Education by Harland E. Samson 52

III. ABSTRACTS - BUSINESS PRESENTATIONS

- New Product Research and New Product Merchandising by H. R. Briggs 60
- Who Speaks for the Consumer by Karl Bing 61
- Youth With Special Needs by Gordon Berry 62

PAGE

Store Operations
by Stuart Hagen 64

A Personnel Man's Look at Retailing
by James Guinan 66

The Convenience Store
by Jeffrey Foulk 69

Direct Sales
by H. A. Schatz 72

The Industrial Distributor
by Robert H. Taylor 74

IV. PROJECTS

Group Project

Developing Skill in the Use of Oral and Written Communications in the Collection of Delinquent Accounts 78

Educational Requirements for Employment Opportunities Expressed by Businessmen Through Personnal Interviews 81

Employment Opportunities in the Insurance Industry 88

Making Change Correctly and Writing a Sales Slip 90

Managing a Breakfast Bar 93

Preparation of a Resume for Job Application 96

Presenting Merchandise Through Window Display 98

Producing a Style Show 100

Product Information as it Relates to Customer Benefits 105

PAGE

Relating Advertising to Occupational Objective Through Community Resources 107

School Display Window Sales as a Club or Preparatory Class Project 109

Individual Project

Add it Right, Ring it Right, and Count it Right - Checkout in the School Store 114

Analysis of the Operation of a Credit Department in a Retail Store - With Related Work Experience 117

An Analysis of Your Place of Employment As An Aid in Choosing a Career Goal 120

The Analyzation of Automatic Merchandising As Compared to Good Old-Fashioned Salesmanship 122

The Art of Gift Wrapping 124

Can You Sell the Product? 126

Choosing a Career Objective 128

Construction of a Sales Letter 130

Creating Hand-Lettered Showcards That Sell 132

Developing a Letter of Application and a Personal Data Sheet to be Used in a "Mock" Job Interview 135

Do You Really Know Your Product? 137

Evaluating Customer Relations in Handling Customer Complaints 139

Exploring Occupational Choices to Determine Career Goals 141

PAGE

Filing Your Income Tax Return(s) 143

How to Prepare for and Participate in a Job Interview 146

Managing the School Store 148

Merchandising from the Selling Point of View 164

Planning for Sales Promotion Activities in a Small Service Business 166

Practice in Job Analysis 169

Preparing and Writing a News Item for the Local Newspaper 173

Self-Improvement Through Self-Evaluation 177

Selling Yourself in a Job Interview 182

Split Group Price Wizardry 186

Studying, Applying, and Interpreting Occupational Information 188

What Will Your Work Be in the Field of Marketing 191

I. WORKSHOP PROGRAM

A. Staff

B. Guest Lecturers

C. Participants

D. Program

NATIONAL DISTRIBUTION EDUCATION PROJECT
DEVELOPMENT WORKSHOP

The University of Wisconsin
1967

I. A. Workshop Staff

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School of Education
University of Wisconsin

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Project Associate
Distributive Education
School of Education
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Rutgers - The State University

Kenneth Ertel
Professor of Distributive Education
School of Business
University of Idaho

Dennis Tiger
Professor of Business Education
Wisconsin State University - Whitewater

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Program Specialist
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NATIONAL DISTRIBUTION EDUCATION PROJECT
DEVELOPMENT WORKSHOP

The University of Wisconsin
1967

I. B. Guest Lecturers

H. R. Briggs
President
Economic Research Agency
Madison, Wisconsin

Karl Bing
Director of Marketing
Ray - O - Vac Division
Electric Storage Battery Company

Gordon Berry
Guidance and Testing Department
Milwaukee Vocational, Technical,
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Stuart Hagen
Manager
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James M. Guinan
Personnel Director
Boston Store

Jeffery J. Foulks
Vice-President
P-D-Q
Madison, Wisconsin

Robert Gates, Director
Education Operations and
Education Development Center
Philco - Ford Corporation

H. A. Schatz, Manager
Marketing, Public Relations
and Direct Sales
West Bend Company

Robert H. Taylor
President
Engman - Taylor Company, Inc.

NATIONAL DISTRIBUTION EDUCATION PROJECT DEVELOPMENT WORKSHOP

The University of Wisconsin
1967

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NATIONAL DISTRIBUTION EDUCATION PROJECT DEVELOPMENT WORKSHOP

The University of Wisconsin
1967

I. D. Daily Schedule -- July 30 through August 11

SUNDAY, JULY 30

4:00 - 6:00	Registration Towers Lobby	F. William Beecher Project Associate Distributive Education University of Wisconsin
7:00 - 9:00	Reception and Orientation Towers - West Dining Room	Harland Samson Professor of Distributive Education School of Education University of Wisconsin

MONDAY, JULY 31

8:15	The Daily Plan	Harland E. Samson
8:30	Distributive Education Today	Harland E. Samson
9:15	Project Training: Its Impact on Distributive Education	Harland E. Samson
10:15	Break	
10:30	Similarities and Differences of Project and Cooperative Plans	Daryl Nichols Program Specialist Distributive Education U.S. Office of Education
11:30	Table Discussion	Participants
12:00	Lunch	
1:00	Setting Learning Objectives	Warren G. Meyer Professor of Distributive Education University of Minnesota
2:00	Writing Objectives	Warren G. Meyer
3:00	Guidelines for Developing Objectives	Participants
3:45	Critique	Committee 1

TUESDAY, AUGUST 1

8:15	The Daily Plan	Harland E. Samson
8:30	Coordinator Views on Projects	Harland E. Samson
9:30	Competencies Included in Distributive Education	Harland E. Samson
10:15	Break	
10:30	Table Discussion	Participants
11:00	Business Views: "The Consumer"	H. R. Briggs President Economic Research Agency Madison, Wisconsin
12:00	Lunch	
1:00	Types of Projects	Harland E. Samson
2:00	The Structure of a Project	Harland E. Samson
3:00	Table Discussion	Participants
3:45	Critique	Committee 2

WEDNESDAY, AUGUST 2

8:15	The Daily Plan	Harland E. Samson
8:30	Case Studies in Analyzing Projects a. Group Projects b. Committee Projects c. Individual Projects	Kenneth Ertel Professor of Distributive Education University of Idaho
10:00	Break	
10:15	Committee Work Session	Participants
11:00	Business Simulation Game	Staff
12:00	Lunch	
1:00	Analysis of Resources	Participants

THURSDAY, AUGUST 3

8:15	The Daily Plan	Howard Ball Graduate Assistant Distributive Education University of Wisconsin
8:30	Critique (Wednesday)	Committee 3
8:45	Selecting Projects to Fit Individual Needs	Harland E. Samson
9:15	Developing the Project Matrix	Participants
10:15	Break	
10:30	Developing the Project Matrix (Continued)	Participants
11:00	Business Views: "Who Speaks for the Consumer?"	Karl Bing Director of Marketing Ray - 0 - Vac Division Electric Storage Battery Company
12:00	Lunch: "Youth with Special Needs"	Gordon Berry Guidance and Testing Department Milwaukee Vocational, Technical, and Adult School
2:00	Controlling Project Experiences a. Materials b. Media c. Facilities	Staff Panel

3:00	Using Appropriate Laboratory Procedures	Staff Panel
3:45	Critique	Committee 4

FRIDAY, AUGUST 4

8:15	The Daily Plan	F. William Beecher
8:30	Evaluation of Projects and Outcomes	Richard Ashmun Professor of Distributive Education University of Minnesota
9:45	Break	
10:00	Developing Guidelines for Evaluation	Richard Ashmun
11:00	Business Views: "Store Operations"	Stuart Hagen Manager Sears Roebuck Company
12:00	Lunch	
1:00	Project Teaching in Action	Harland E. Samson Richard Ashmun Kenneth Ertel
2:00	Table Discussion	Participants
2:30	Committee Work Session	Participants
3:45	Critique	Committee 5

SATURDAY, AUGUST 5

8:15	The Daily Plan	Howard Ball
8:30	Project Reports Presentation A B C D E F Review D E F C A B	Participants Richard Ashmun
12:00	Lunch	

MONDAY, AUGUST 7

8:15	The Daily Plan	F. William Beecher
8:30	"Product Development" Video Tape Johnson and Johnson	Ralph A. Rush Professor of Distributive Education Rutgers - The State University
9:30	Working with Business and Industry	Ralph A. Rush
10:15	Break	
10:30	Table Discussion	Participants
11:00	Committee Work Session	Participants
12:00	Lunch	
1:00	Variations in Time and Place Patterns	Selected Participants
2:00	Managing the Project Plans	Duane L. Flagg Management Development Coordinator Renton Vocational Technical Institute Renton, Washington
3:00	Table Discussions	Participants
3:45	Critique	Committee 6

TUESDAY, AUGUST 8

8:15	The Daily Plan	Howard Ball
8:30	Project Reports Presentation F E D C B A Review D C B E A F	Participants Kenneth Ertel
10:00	Break	
10:15	Project Reports (Continued)	Participants
11:00	Business Views: "Personnel Policies":	James M. Guinan Personnel Director Boston Store
12:00	Lunch	
1:00	Audio-Visual Demonstration Unit	Audio-Visual Specialist Team
2:30	Extending Project Information to Distributive Personnel	Dennis Tiger Professor of Business Education Wisconsin State University - Whitewater
3:30	Table Discussion	Participants
3:45	Critique	Committee 7

WEDNESDAY, AUGUST 9

8:15	The Daily Plan	Harland E. Samson
8:30	Developing a Format for Implementation	Participants
10:00	Break	
10:15	Individual Work Sessions	Participants
11:00	Business Views: "Franchise Business Operations"	Jeffery Foulks Vice-President P-D-Q
12:00	Lunch	
1:30	"The Impact of Technology Toward Improved Teaching"	Robert Gates Director Education Operations and Education Development Center Philco - Ford Corporation

THURSDAY, AUGUST 10

8:15	The Daily Plan	Harland E. Samson
8:30	Critique (Wednesday)	Committee 8
8:45	Individual and Team Work Sessions	Participants
9:45	Break	
10:00	Business Views: "Direct Sales"	H. A. Schatz, Manager Marketing, Public Relations and Direct Sales West Bend Company
11:00	Business Views: "The Industrial Distributor"	Robert H. Taylor, President Engman - Taylor Company, Inc.
12:00	Lunch	
1:00	Project Reports - Individual All three groups reflecting a variety of approaches and planned learning outcomes.	Participants Harland E. Samson
3:45	Critique	Committee 9

FRIDAY, AUGUST 11

8:15	The Daily Plan	Harland E. Samson
8:30	Plans for Implementation Selected plans will be presented to the group - a variety featuring some unique or special aspect of dissemination.	Participants Staff
10:00	Break	
10:15	Plans for Implementation (Continued)	
12:00	Lunch	
1:00	Moving Ahead with Project Training	Harland E. Samson
2:00	Evaluation - each participant will complete an evaluation form.	F. William Beecher
3:00	Close of Workshop	Harland E. Samson

II. PAPERS

EVALUATION OF PROJECTS AND PROJECT OUTCOMES

Dr. Richard D. Ashmun*

We, as educators, generally accept the principle that evaluation of student learning is good and necessary. But, do we really evaluate student learning in terms of a change in behavior, or do we simply evaluate for grading purposes?

To clarify what is meant by evaluation, some attempt must be made to define what we are talking about. To evaluate means "to find value, determine the worth, or to appraise." Quality is also implied in the definition. The problem centers around what is meant by value, worth, and quality. There must be some kind of yardstick to use as a measuring device. Earlier in the week you were informed about the importance of objectives and how objectives are determined. It will be assumed here that an attempt has been made by you, the teacher, to build quality into your project plan program by having clear, precise, predetermined objectives for your program, your course of study, your units of instruction, and your daily lessons. Further, today we are concerned that appropriate objectives have also been established for each student project. These objectives, then, become your yardstick for measuring value, worth, and quality, as well as a yardstick for the student to use in measuring the same things from his own standpoint, and in light of his personal interests and goals.

The Educational Policies Commission has developed broad objectives under four major headings: self-realization, human relationship, economic efficiency, and civic responsibility. This does not imply that all learning will go on in a school or in a single program. Rather, the school and the program should include the kinds of activities to achieve as many of the goals as possible.

In distributive education we are concerned with preparing students for careers in marketing and distribution. Gainful employment in a recognized distributive occupation is the major goal. The central question, then, is, "To what extent can a student who is enrolled in the project plan be assisted in reaching this goal?" To answer this question the teacher and the students must determine how much desirable learning has been achieved. What is learned becomes the means or vehicle to reach the goal. Of prime importance is the fact that the student must realize he has learned, as well as how the learning can be applied in order to help him reach his career goal. The learning activity is not an end in itself, but a means to reach an end.

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*Dr. Richard D. Ashmun, Professor of Distributive Education, College of Education, University of Minnesota

This presentation will be broken into two parts from the standpoint of evaluation. The first part deals with how to evaluate the vehicle, the project, as a means of instruction. The second part will be devoted to examining how to evaluate student outcomes or learning as a result of participating in projects.

I. Evaluating the Project Itself

Several things should be examined before a student actually undertakes a project. We might say these are "mechanical" means of evaluation. That is, what the project is, what it includes, and how it shall be carried out. Several questions will be raised in regard to this phase of evaluation:

Does the project have a proper format? The format should be clear and precise enough so it can be easily followed by the student as well as the teacher. The following check-list may serve as a guide. Each project should include:

A. a descriptive title

B. the objective(s) or purpose(s)

C. the nature and scope of activity

D. a list of materials, equipment, and resources

E. a plan for pre-project preparation

F. a step by step description

G. a plan for evaluation (by both student and teacher)

What level of job study is required? The level of study should also be examined in terms of career goals of a short-term, intermediate term, or long-term nature. The following tenets should serve as a guide:

A. Management activities

B. Operational activities

C. Basic job activities

D. Fundamental tasks

E. Processes and terminology

F. Facts and information

What level of marketing competency is desired? This refers to the competency required in the areas of study in the marketing discipline. Each project could probably be classified as contributing to competency in:

A. Buying

B. Selling

C. Sales Promotion

D. Transportation and storing

E. Standardization and grading

F. Financing and risk taking

G. Market information

Is the project vocational in nature? Participating in the project should lead the student to know more about the world of work. That is, gainful employment in a distributive occupation should be foremost as the major goal. It is very easy to construct the kinds of projects which are general or academic in nature, those which contribute little to preparing a person for work. They may be considered by the students as mere busy work.

How many ideas, concepts, or practices should be included? This refers to the extent of the activity, the level of difficulty, and the complexity of the project. Beginning projects would no doubt be quite simple--covering no more than one idea, concept, or practice--as the student gains in competency, projects could become more complex and more difficult to carry out. More problem-solving and decision-making activities could be performed. Projects centered on management activities would be more complex in nature.

How meaningful is the project to the student and his career goal? This means that the student himself accepts the project as a means or a step to reach his career goal. If he has this interest and awareness, he will be more motivated to complete the project to the best of his ability; he will not treat the project as busy work. The teacher must also determine whether the project is meaningful to a single student, several students with similar interests, or the entire class. Projects for the entire class seem to become more general in nature and not quite as meaningful to individual students. In other words, the student should feel a real sense of achievement after completing a project, which leads to further motivation on future projects.

How realistic is the project? If the project is to contribute to a person's competency, or ready him for employment, it must be an acceptable substitute for experience in a work environment. This means it must be based on reality or be an acceptable simulation of reality. This may mean it will be carried out in a classroom laboratory or in the environment of the business community.

Does the project fit a unit or several units of instruction? The tail shouldn't wag the dog, but if the content is to be vocational in nature, projects should be tied in with the content. That is, there should be a contribution to knowledge of the content as a result of participating in the project. This could mean the use of several small projects within one unit of instruction, or the use of a large project extending over several units of instruction.

Can the student go beyond the limits of the prescribed project? Provision should be made for the student to use his creative ability and increase his potential by adding to the project. That is, he may open some new doors that are worthwhile to his goal. This should not be discouraged.

Can projects be designed from "scratch" with the assistance of the student? It is entirely possible that some students will come up with their own ideas for projects. A knowledge of the format for projects would be helpful in this process. Pre-planned or "recipe" projects have a definite advantage, but oftentimes a student has a career goal which is unique and different, one with which the teacher is unfamiliar. In cases such as these, guidelines would be most appropriate if they would be developed by the student with assistance from the teacher.

How complete should the project be when finished? This refers to the amount of detail that is necessary to have a worthwhile project. The ability of the student would be a definite factor. Some may be able to do a better job than others in terms of the quantity of material and the amount of detail. Possibly some parts can be left out, or added, and still have a meaningful activity.

What demands will have to be made on other people? Other persons, such as businessmen, parents, teachers, administrators, or other students are often utilized to carry out certain projects. These people are usually busy and some attempt should be made to determine how much assistance from outside resource persons is necessary and useful for successful completion of the project. Involvement of these people is good, but at the same time they should not be overburdened. The image of the program and the students should be enhanced as a result of the participation by persons outside the classroom or the school.

Are materials, references, and equipment readily available? This could be a prime factor and goes beyond the traditional textbook material. Projects should not be assigned if the student is unable to have a source of information. This means an adequate library or other sources of reference materials, as well as any special equipment necessary for carrying out the project.

How much time is required? Time seems to be a major factor, both on the part of the students and the teacher. Adjustments will no doubt have to be made for certain students depending on their ability and interests. It may be better to cover a few things in depth rather than many things in a shallow, superficial manner. It must be kept in mind that students are taking other courses in their program, may work part-time, or may be involved in extra-curricular activities. All would be factors to examine in determining how much time inside and outside the classroom should be required.

What are the monetary costs to the student and the school? In some cases, considerable amounts of money could be involved to complete a project. Judgment would have to be used in determining how much the student should spend, as well as the financial responsibility of the school. Nevertheless, costs should be realistic in terms of the resources of the students and the school.

How do you manage several small group projects, large group projects, or individual projects?

1. Give more responsibility to students.

2. Have adequate guidelines in the beginning.

3. Teacher serves as consultant or resource person.

4. Teacher is in a good position to observe behavior.

5. Modular scheduling will force the use of projects in large and small groups, as well as for individuals. Also this will demand more adequate planning.

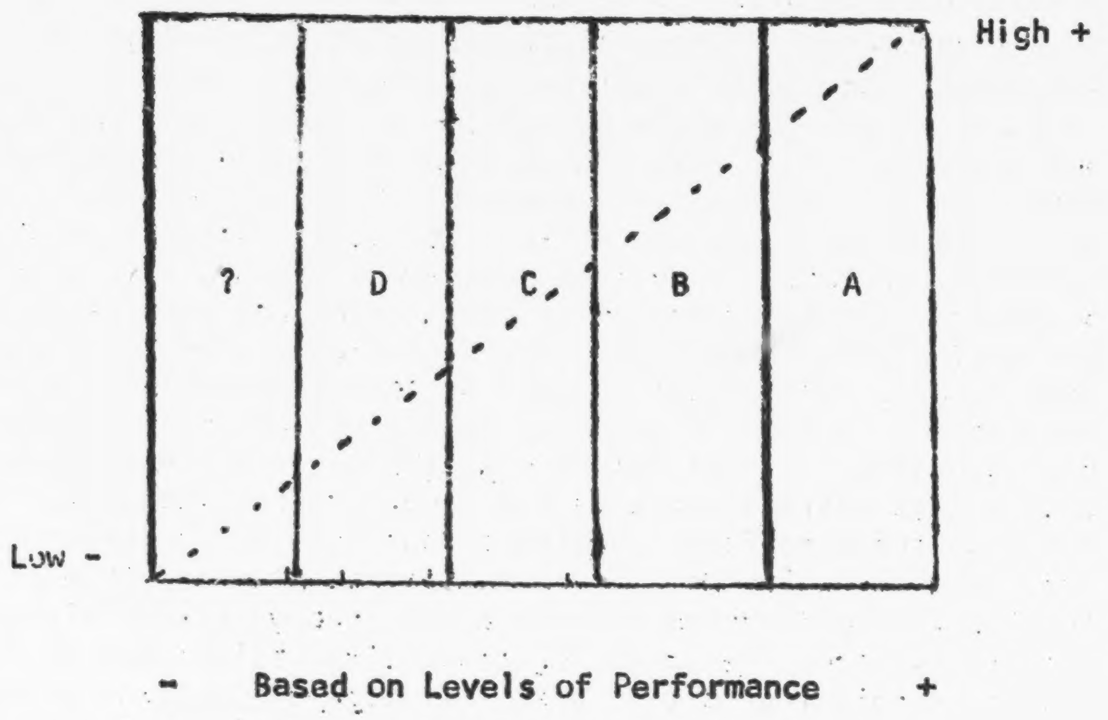
II. Evaluating Desired Project Outcomes

This section could be more appropriately titled, "Evaluating Student Progress and Achievement." This presumes that a student has learned, that he has in some manner changed his behavior as a result of the experience participating in a project. As teachers, we must ask, "How much desirable learning has been achieved?" We must keep in mind that what has been learned is a means, a vehicle, to a goal or several goals. There must be some evidence of growth as a result of each project participation, or the project is not worthwhile. We must know how much growth or change is enough, or if no change has occurred, we must examine why there has been no growth. The teacher must know what the student has or has not learned, but more important the student must realize that he has learned or has not learned. Several questions will be raised in order to gain some insight into the evaluation of project outcomes.

How much does the student already know? A logical starting point before assigning a project to any student is to determine what he already knows. That is, what is his apperceptive base? What foundation already exists that can be built upon further? Students should not participate in a project if there will be no growth as a result of the participation.

A major problem is in determining the apperceptive base. Tests have often been used for this purpose, but they can only go so far. Of more importance would be the student's level of performance in a work situation or some similar situation. This could be determined by having the student perform certain tasks and then evaluating these tasks; e.g., cash register operation, display, etc. It is also possible to interview the student to obtain data on his past performance as well as his knowledge and attitude. Possibly the student has been employed on a part-time basis, and the employer could be interviewed to obtain data on his performance or get a letter from the employer. Other teachers and guidance personnel could also provide information on performance levels as well as potential. Once the apperceptive base has been determined, the project and its goals may be examined for appropriateness and meaningfulness to the student in light of his future aspirations.

Range of Acceptable Behavior



How are the Objective(s) measured? Quality can only be built into the project plan by measuring outcomes in relation to predetermined objectives. It is important that these outcomes be stated in behavioral changes expected of the student. That is, some level of competency must be attained as a result of participating in the project. The level of competency can only be determined if the objectives are clear and precise enough to be measured.

Earlier in the week you received instruction on the formulation of objectives. Let's take a look at a couple of these to see if they are measurable.

Evaluations of outcomes should be as clear and precise as the objectives themseleves. I think I am aware of one of your major problems regarding evaluation. That is, "How do I assign grades for projects?" There is no doubt that one of the end tasks for the teacher is grading. However, it should not be the most important aspect of evaluation. It is a much easier task if the student and the teacher know what the student must accomplish to receive an A, B, C, D, or failure.

I would like to suggest that you define, in behavioral terms the outcomes and standards of performance for each grading level. We have attempted to do this in the evaluation of student teachers.

Let us look at some examples of objectives to determine how we could grade students exhibiting various levels of behavior; e.g., "Ring up cash sales on a Model 21 NCR in a variety store making no more than one error per day." Is this average performance, or is this a minimal level of proficiency? What if the person makes 2 or 3 errors? No errors? This, of course, is a terminal objective or performance objective, which is behavior in a work situation. And quite possible the person who consistently made 2 or 3 errors per day would be looking for a new job. Do we lull our students into a false sense of proficiency by allowing 2 or 3 errors in a classroom demonstration? Perhaps the 1 error per day could be considered a minimal standard, rather than a maximal standard. But, how about the person who made 20 errors in the beginning, really "learned" and cut the number of errors to 5 per day? This person might say, "But I am making 15 fewer errors than before. That's pretty good." Can we accept this when minimal performance is 1 error per day, regardless of how much improvement has been made? I feel we can - in the classroom - as long as the student realizes that he has made this progress, i.e. the distance traveled from a beginning point to some other point. But, he should also realize that this is not acceptable performance in a work situation and attempt to improve or change his goals.

It is evident from the preceding discussion that we measure growth or learning in two ways: First, the amount of growth from some starting point (quantity). Second, we measure in relation to some pre-set standard (quality).

Both ways are important when reinforcing the student or pointing out to him "how much" he has learned. But, as for grades, how would you use this information, especially when the student is not in a work situation? If we accept the principle that a project should be a close simulation of reality, then perhaps we should grade based on minimal standards of performance rather than the amount of growth. It is evident, therefore, that the basis for judging goal behavior be as clear as possible to the teacher and the student. (If it were only that easy.)

We must also accept the fact that further improvement is usually possible. The student should be encouraged to work toward greater efficiency or performance. But, oftentimes if he receives an "A", he feels that he is performing at a peak level, or he may not feel that he is performing at this level. Therefore, the student should understand and accept the educational objectives of the project in which he will participate. This implies, of course, that he may have a hand in formulating the objectives, or at least has accepted predetermined objectives as his objectives. The student himself must attach some value to the attainment of these goals. When reaching the goals, he should feel he has achieved; and this feeling should lead to further motivation and interest. If evaluation is done properly, the learner has a better understanding of himself and his potential, which seems to be one of the most important reasons for carrying out any kind of evaluation. The student should have the opportunity to enhance his own self-realization, his self-concept, with the intent of making wise job or occupational decisions. It is necessary to note, then, that evaluation should be a highly individualized process, mainly for the benefit of the student, not for the teacher.

A few brief comments will be made on another way to look at evaluation. Up to this point we have talked mainly about individual evaluation, or evaluation of the individual student. However, it is also necessary to evaluate group effort in small or large group projects. This increases the complexity, but implies that the objectives will again reflect the outcomes expected - in this case for the group. However, performance of individuals within the group must still be considered. The same principles as discussed previously would also apply to group evaluations.

Who should do the evaluating? Basically, the teacher is the one who must eventually assign the grade. and typically has been the person to do the evaluating. However, this may not be the most effective means of evaluation. If the student has assisted in determining the objectives, he should also be given the opportunity to assist in the evaluation. He should examine his own performance if he is to increase his self-realization.

This often requires personal guidance and counseling to help the student recognize his own potential, to gain confidence, as well as to obtain positive reinforcement for his efforts. Nothing will foster future motivation like achievement in a current situation. It is also a way to have the student share some of the responsibility for learning. I can still remember how shocked some of my students have been when I have asked them to give themselves a grade and justify it based on their performance.

Other teachers may assist in evaluating projects. For example, the DE teacher may evaluate on the basis of performance from a subject matter standpoint, while the English teacher would evaluate grammar, punctuation, or spelling proficiency. A home economics teacher may evaluate for technical information on fabrics, etc.

Do not overlook businessmen. If we are developing student potential for employment, these businessmen can often provide the needed direction to help students become worthy of employment. Such projects as display, advertising, selling, etc. lend themselves to this type of evaluation.

Students may also evaluate each other as in role-playing a sales presentation or the extent of individual contributions. I recall one coordinator who assigned a group project member as a sales manager. He had to evaluate the contributions of each group member in relation to the outcomes in much the same way bonuses or commissions would be determined in a sales incentive program. Dollars were actually given superficially as wages for their efforts. This seemed to be effective. (It is possible to use video-tape recorders to evaluate behavior.)

How much should student personality or past performance affect evaluation? This question is raised because we often are guided in evaluation by the "halo effect;" that is, the student's personality - if it is a strong or a weak personality. We evaluate him on the basis of character traits rather than on performance. An objective evaluation of performance is much fairer to the student in the long run, because he may not get by on his personality in a job situation. Personality development is a worthwhile goal but should be evaluated as such.

We can also be swayed by a person's past performance. Because a student performs well on one type of project does not necessarily mean he will perform well on all projects. If we really believe in individual differences, different kinds and amounts of abilities, then we must evaluate in this light. If a student fails at a task, we can also establish projects in which he can succeed. Let's not hold him to his failures.

Should we be concerned about classification of learning outcomes? Psycho-motor and cognitive kinds of learning are easier to evaluate, because the outcomes are more observable. Psycho-motor skills are tangible and more easily measured by setting observable standards. Cognitive learnings are also easier to measure, usually by written tests or written devices of various kinds. Affective learnings are the most difficult to measure, because they are not as tangible or observable. In DE, these are some of the most important learnings. Usually, affective behavior must be judged in an indirect way; e.g., a student's motivation while completing a project, conflicts with other students, etc.

Perhaps we need new approaches to the evaluating of affective outcomes. Simon and Raths book, Values in Teaching, would seem to shed some light on the subject. Several approaches are discussed whereby an evaluation could be made of a student's value system.

Other approaches are attitude questionnaires, opinionnaires, etc.

It should be kept in mind that even though we classify objectives, it does not mean that students will learn only within certain classifications. Learning may be achieved in all areas at the same time; e.g., money-handling knowledge, skill, attitude.

What are long-range techniques? The most important evaluation is what a student does after leaving the course; e.g., in co-op program or directly into employment. Follow-up studies become of prime importance. They should be done over a longer period of time (Longitudinal).

Projects may be continuously evaluated. They can be part of a job manual to assist in obtaining employment or changing jobs.

Can evaluation be a project? This is possible; e.g., in field observation activities and as display rating, ad rating, or comparison shopping. DECA contests are good illustrations, but often the evaluation procedure is examined first, then the project is undertaken. Maybe this isn't so bad.

How long before application can be made of what has been learned? This should be as soon as possible. This would also provide the opportunity for a transfer to new situations or real situations.

PLANNING, SCHEDULING, AND CONTROLLING A DISTRIBUTIVE PROGRAM

Duane L. Flagg*

The most effective management tool yet conceived for planning and evaluating progress in the operation of a complex Distributive Education Program, is the concept of PERT. This tool was pioneered by the Navy and is called--Program Evaluation and Review Technique. There are more than a hundred variations to this method at the present time, and it is sometimes referred to as Critical Path Diagramming.

The idea and advantages of this method of program planning, involves identifying the major tasks to be performed, and--by a graphical model--completing the scheduling and ultimately controlling the individual elements. The activities necessary to accomplish your program are usually easy to identify. Finding how they interrelate and constrain each other is not so easy. This method will allow us to construct a complete program in model form.

One of the advantages to be gained is the clear picture you get of your total program and the constraints and interrelationships among the various project activities. Another is that the planning and scheduling aspects of your program are separated, allowing for more effective treatment of each. This method also forces you to think in a logical and disciplined way about the many tasks to be performed in the year, their resource requirements, and timing interrelationships. Once into such an analysis, you can quickly see when some arbitrarily imposed activity or date is not feasible, and when your work scope or resources must be adjusted. The fact that you do this amount of planning will help assure you of program success. Finally, a network prepared for your program encompassing the entire school year is an invaluable tool in fighting unreasonable demands on your time by "higher" management.

Although these concepts can be expressed in mathematical terms, such an approach is not necessary for understanding it in its simplified form as applied to the school year. We will present here a phenomenological approach that should make clear the basic ideas and, at the same time allow you to try the method yourself without the burden of detailed pre-study.

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THE SYSTEM

First, we must--as in most planning--prepare a list of all jobs which must be accomplished to complete the project. In jargon, these are called activities. For each we consider three questions:

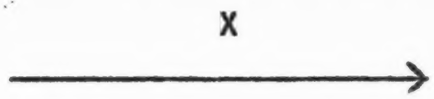
(1) What immediately precedes the activity?

(2) What immediately follows it?

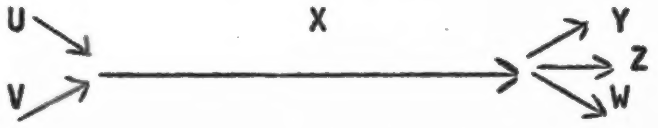
(3) What can be done concurrently with it?

It is usually best to prepare a list of answers to the first and second, and jot down for future reference any pertinent thoughts on the third.

Armed with this list, we move to the heart of the method and its first unique feature: arrow diagramming, or network preparation. The basic idea is to select an activity, call it X, and represent it by an arrow.



The length of the arrow has no significance. Next, we attach to the head of this arrow those activities, say Y,Z, and W, which immediately follow it, and attach to the tail all those activities, say U, and V, which immediately precede it:

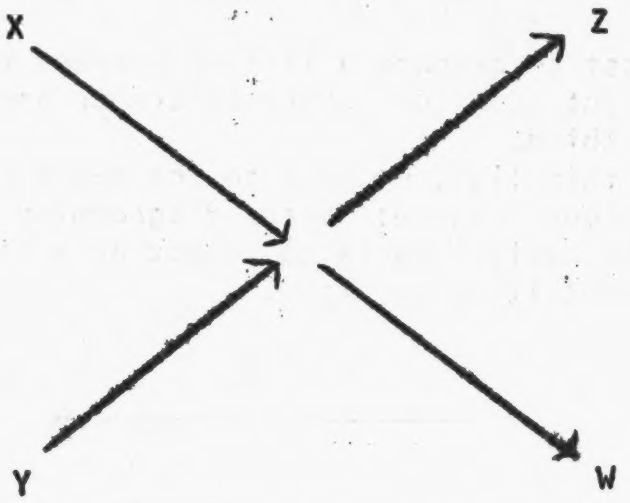


The points at which two or more arrows interconnect are called nodes and represent events or milestones in the program. To complete the network, we continue connecting arrows until all activities in the project are included.

A convenient way to start the network is to pick an activity that has no predecessor, then continue using its successors until a job is reached that has no successor. Repeat this process until all activities are charted. The network begins in a single node and ends in a single node. (Figure #1)

During network preparation, several things invariably occur. Happily we discover that some activities have been overlooked and that some others should be broken into several events. Some jobs that seemed unrelated actually have a crucial interdependence, or vice versa. Once the network is drawn, we can determine at a glance the interrelationships between any event and all other events.

In order to accomodate more complex task relationships, however, further refinements are necessary. For example, consider this quite common form:



Here, jobs leaving the node must ALL have the same predecessors and those entering the node must have the same followers. These requirements can be generalized as follows:

(1) All activities entering a node must have identical successors.

(2) All jobs leaving a node must have identical predecessors.

(3) A node must describe the complete relationships between entering and leaving activities.

We have now considered the planning phase of your school program.

The simplest approach to the scheduling phase is to make a single best time guesstimate for each activity planned and put each of these down against the corresponding arrow. Then individual path durations can be computed and the sequence of activities can be identified in terms of time. It will probably be necessary to redraw your network several times, depending on its complexity. You can refine the looks later, but for now it would be wise to think big and work big. A three or four foot section of butcher paper is wise.

The final scheduling step is the addition of the three-way time estimate. While introducing a complicating feature, this does give recognition to the realities of life which cause difficulties in most planning efforts of future events. The time estimates are to be done in terms of: optimistic, most likely, and pessimistic.

Optimistic--an estimate of the minimum time an activity or project will take only if unusual good luck is experienced and everything goes right the first time on a greased skid.

Most likely--your estimate of the normal time based on past experience and what would and does happen most normally in your school year.

Pessimistic--an estimate of the maximum time an activity will take if unusually bad luck is experienced. This should reflect the possibility of failure and a fresh start, band practice and fire drills.

We can now calcuate the mean activity time. The averaging formula by which the three time estimates are reduced to a single expected time (t_e) is subject to some question, but it has been widely used and seems appropriate enough in view of the lack of precision in our estimating. (Figure #2) Keep asking yourself three questions about each activity:

(1) Is this a good time estimate?

(2) Must every bit of this activity take place before starting the next job?

(3) Is there another approach to the sequency that is quicker and easier?

(4) How the hell did I get into this business anyway?

New words and new meanings for existing words used in this paper include:

Event: The major milestones of progress or accomplishment in your program. An event must be a milestone which is clearly definable and which is reached and passed in an instant of time.

Network: A chart which gives pictorial representation of chronological sequence and interrelationships of events.

Activity: The work and time required to advance from one event to the next event.

Critical Path: The sequence of interconnected events and activities between the start of the program and its completion which will require the greatest time to accomplish.

Slack Time: The amount of time slippage that can be tolerated before it affects the over-all successful completion of your program.

NETWORK COMPONENTS

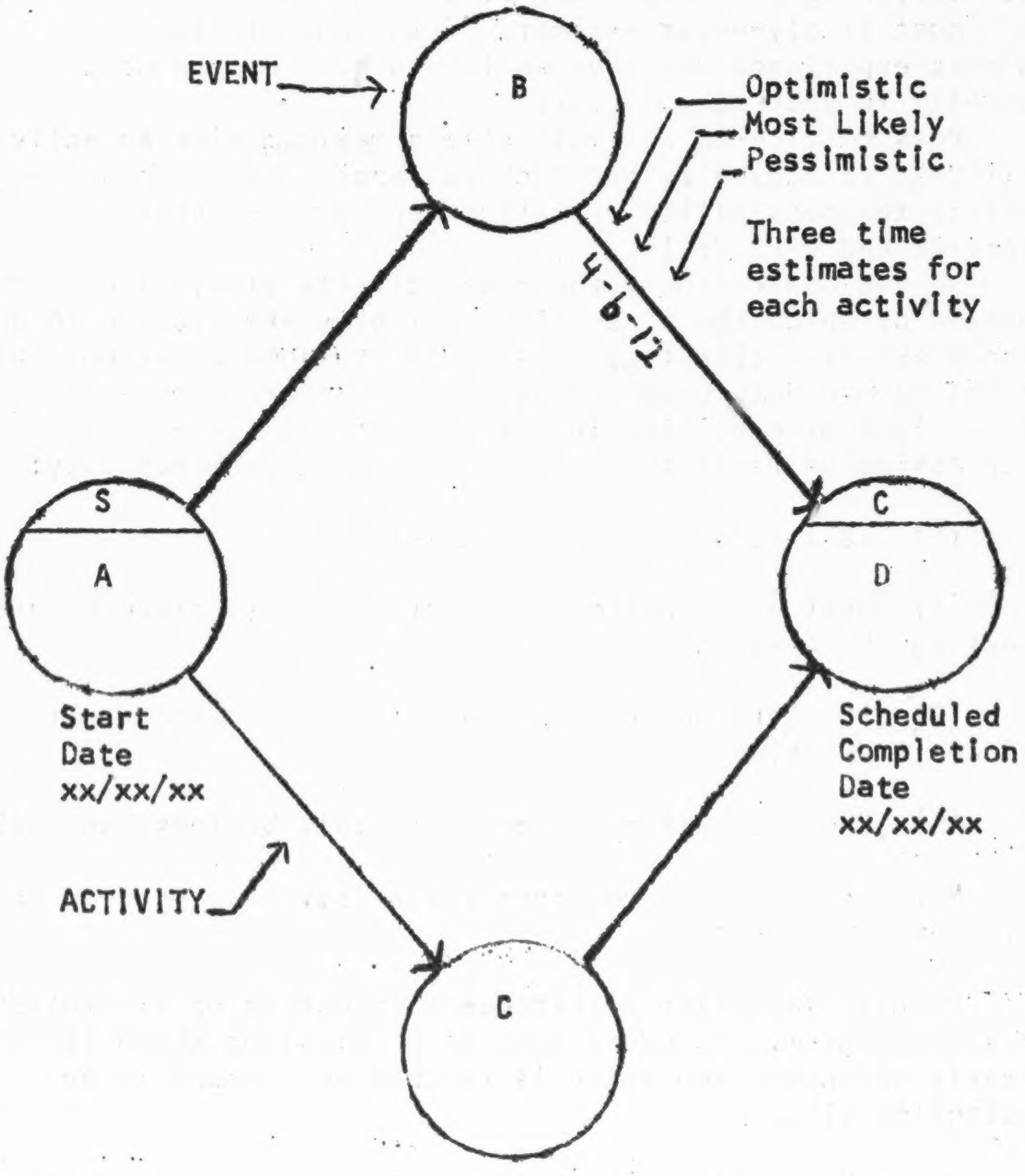

EVENT
B
Optimistic
Most Likely
Pessimistic
Three time estimates for each activity
4-6-12
S
A
C
D
Start Date xx/xx/xx
Scheduled Completion Date xx/xx/xx
ACTIVITY
C

Figure No. 1

CALCULATION OF MEAN ACTIVITY TIME

a = Optimistic

m = Most Likely

b = Pessimistic

$$te = \frac{a + 4m + b}{6}$$

Figure No. 2

The Practical Application of PERT
in Planning, Scheduling, and Controlling
a Distributive Program

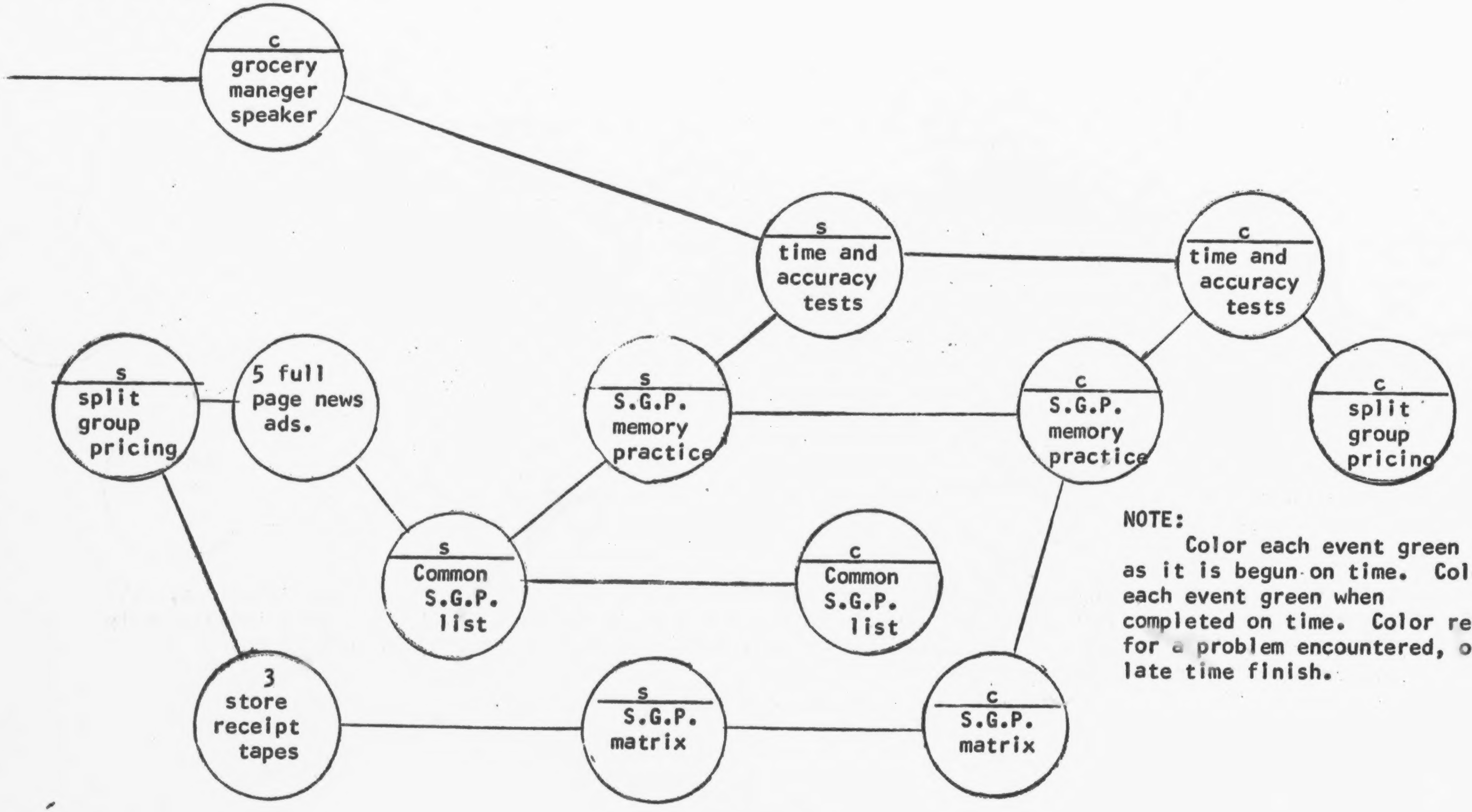
Good management is necessary for the successful use of projects in your total school year. Every coordinator can easily identify the major areas of instruction in his program. However, as we continue to add the projects that go into the major distributive disciplines, we can quickly arrive at a point of disorganization.

Now that we know the basic mechanical aspects of PERT, let's apply the method to an individual project. Figure No. 3 shows an individual project in Split Group Pricing in detail. Since the individual tasks are so simple, this kind of network could be given to the student at the same time he receives his project. By not giving time spans at this level he is forced into planning. As he performs on his projects, he will have success patterns strengthened, and his thinking will become more logical and disciplined. He can see how this activity fits into his life work goals and has a chance to practice responsibility.

Figure No. 4 is a Cashier-Checker Training Project. Here you can see the expanded network as the number of activities increase with the Split Group Pricing Project only showing as a S (start) and C (complete) milestone. Here, again, this is a valuable aid to the student. It is also an excellent model for your administration, advisory group, the employer, and your guidance teacher.

Figure No. 5 is our example of how we begin to visualize our total program. It is by no means meant to be complete. It illustrates how we start adding events as we identify and barely begin to think of scope and sequence. When completed, it becomes your control tool in a well-managed, balanced program.

SPLIT GROUP PRICE NETWORK
ENTER EVENT NO. 34
TIME: 3 DAYS

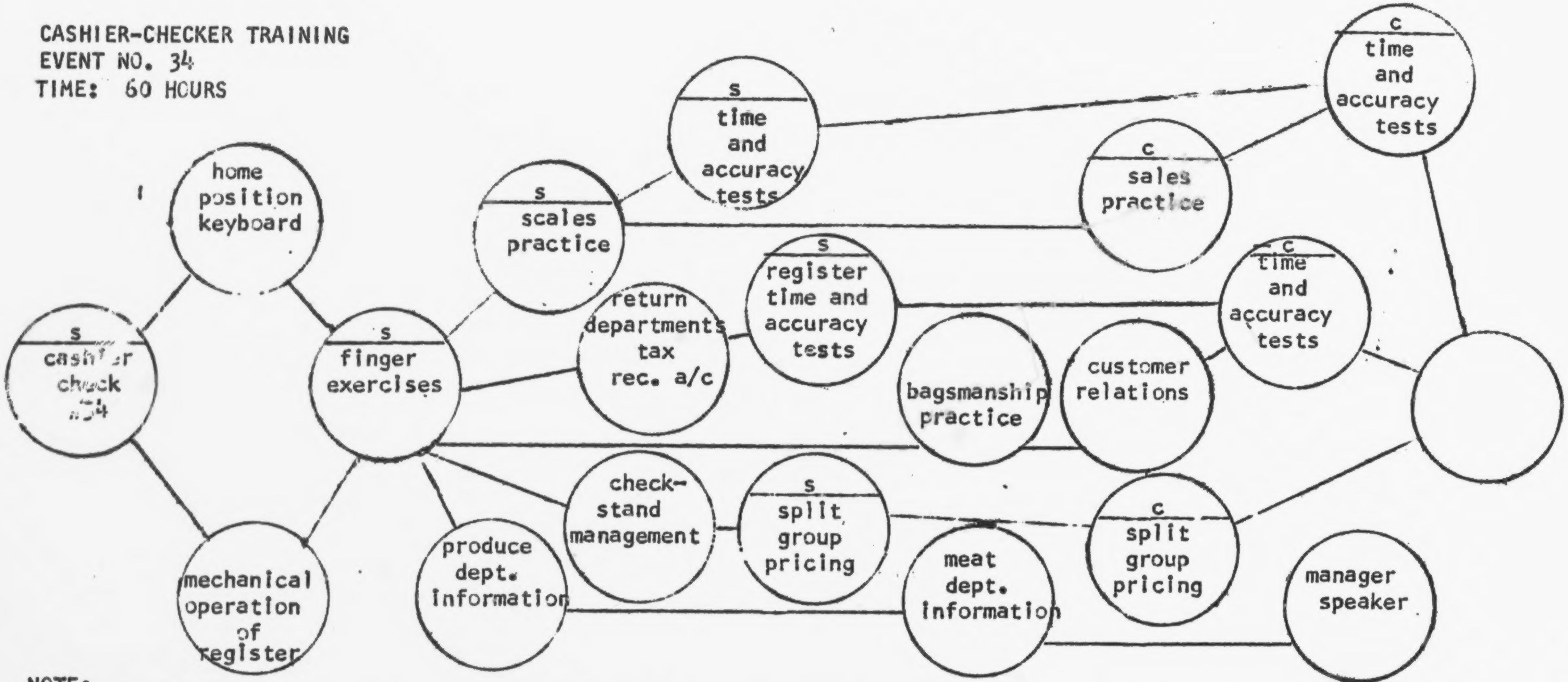

c
grocery manager speaker
s
split group pricing
5 full page news ads.
3 store receipt tapes
s
Common S.G.P. list
s
S.G.P. memory practice
s
time and accuracy tests
s
S.G.P. matrix
c
Common S.G.P. list
c
S.G.P. memory practice
c
S.G.P. matrix
c
time and accuracy tests
c
split group pricing

NOTE:

Color each event green as it is begun on time. Color each event green when completed on time. Color red for a problem encountered, or late time finish.

FIGURE #3

CASHIER-CHECKER TRAINING
EVENT NO. 34
TIME: 60 HOURS


s
cashier check #34
home position keyboard
mechanical operation of register
s
finger exercises
s
scales practice
produce dept. Information
s
time and accuracy tests
return departments tax rec. a/c
check-stand management
s
register time and accuracy tests
s
split group pricing
bagsmanship practice
meat dept. Information
c
sales practice
customer relations
c
split group pricing
c
time and accuracy tests
c
time and accuracy tests
manager speaker

NOTE:
Split Group Pricing, Change-making, Check Cashing, Shoplifting, Counterfeit Money, Human Relations, Job Interview--these areas may or may not come in this event because they can easily be taught independently in other projects. However, you can readily see that they cannot come after this unit if your objective is to train cashier-checkers.

FIGURE #4

DISTRIBUTIVE EDUCATION
SENIOR COOP
PERT NETWORK

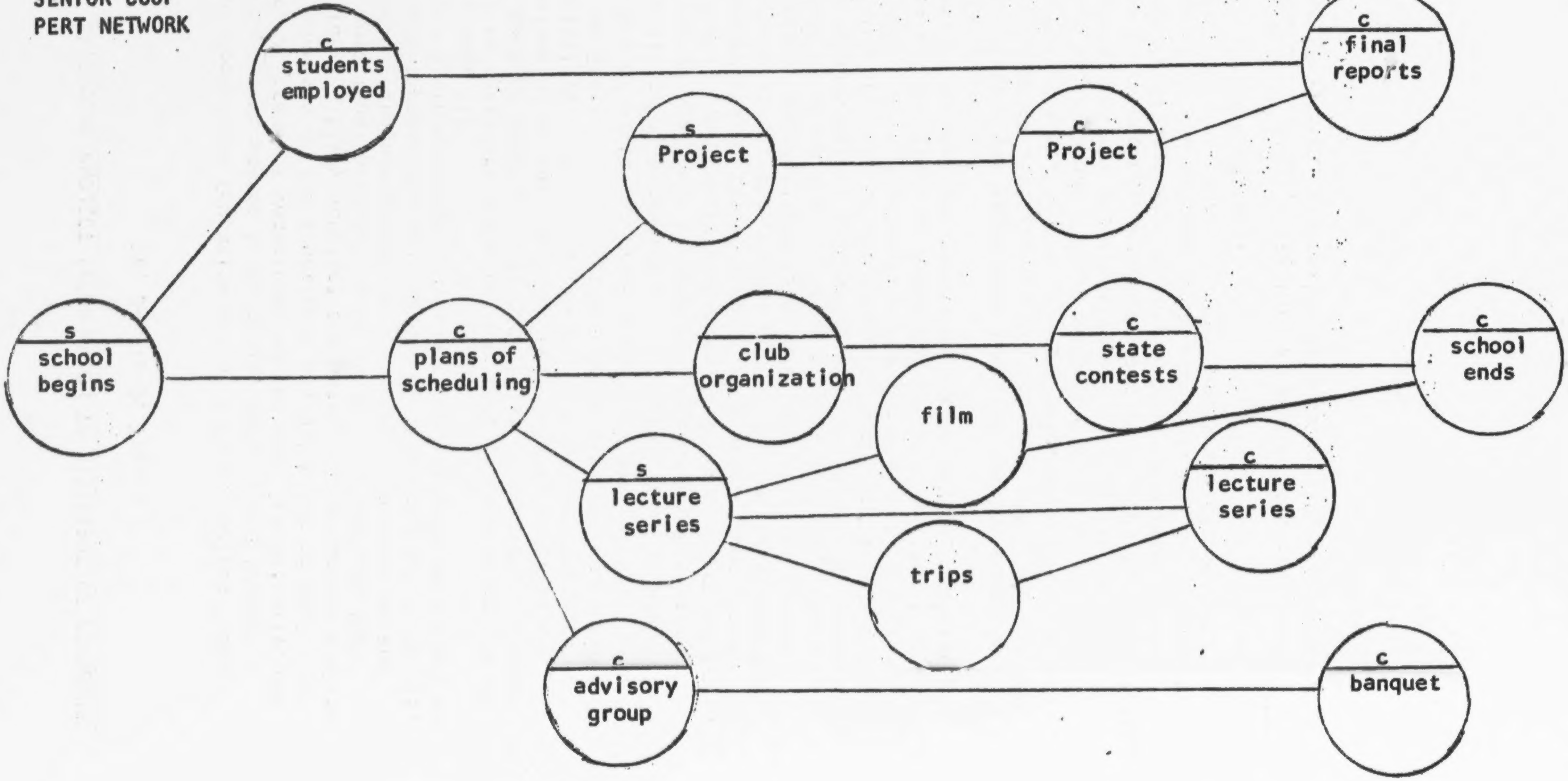

s
school begins
c
students employed
c
plans of scheduling
s
Project
c
Project
c
final reports
club organization
c
state contests
c
school ends
film
s
lecture series
c
lecture series
trips
c
advisory group
c
banquet

FIGURE #5

EXTENDING PROJECT INFORMATION TO DISTRIBUTIVE PERSONNEL

Dr. Dennis D. Tiger*

The Vocational Education Act of 1963 authorizes Federal grants to assist states to maintain, extend, and improve existing programs of vocational education. Specifically, one of the purposes of the Vocational Education Act of 1963 is to provide ancillary services and activities to assure quality in all vocational programs; such as teacher training and supervision, program evaluation, special demonstration and experimental programs, development of instructional materials, and State administration and leadership, as well as evaluation of programs. (1)

It is, therefore, quite evident that teacher education and development of instructional materials; production, dissemination, and evaluation of instructional materials is a definite responsibility of the State in improving existing programs. It is the State, through active, aggressive, and responsible leadership of state supervisors that has the primary responsibility of extending project information to add distributive personnel - teacher, educators, coordinators, supervisors, coordinating-teachers, teachers, and businessmen.

Regardless of the feeling of some state supervisors and teacher-educators, the project method or simulated laboratory in distributive education is with us, and it is no longer important to argue the merits of project training. But, it is our responsibility to develop and disseminate information concerning projects to all personnel under our supervision, in our classes, and to businessmen who are vitally necessary to our distributive education programs whether they utilize the cooperative education method or the simulated laboratory method.

I will let you argue over the title to the educational experience which utilizes the project as a vital and key part of its methodology. But this is certain, the method is here and is a definite part of the methodology and philosophy of training for the distributive occupations; it is the key to expanding, extending, and developing new and existing programs in distributive education which are intensive, have quality, and succeed in developing young men and women, as well as adults, for successful entry and careers in distributive occupations.

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The writer of this paper has been charged with the responsibility of attempting to bring forth specific examples and illustrations of how project information may be extended to distributive education personnel. Specifics in this are extremely meager.

In recent months, several workshops and seminars sponsored by the U.S. Office of Education at Michigan State University, Rutgers University, Arizona State University, and the present workshop here at Wisconsin have had as their purpose to not only develop projects but develop a philosophy concerning the use of projects and training for the use of projects in distributive education programs. This information needs to be disseminated to all distributive education personel throughout the country, and it must be a massive thrust during the next few months.

Let us first take a look at who should take the leadership role and accept the responsibility for extending project information. On the national level, the Division of Vocational and Technical Education of the U.S. Office of Education; on the state level, the state supervisors of distributive education, teacher educators, and any institution in the state that has accepted and considers it a responsibility to train distributive education personnel; and, on the national level, such organizations as the Council for Distributive Teacher Education, National Association of State Supervisors of Distributive Education, National Association of Distributive Education Teachers; and the American Vocational Association as well as state associations, jointly and singly, should find ways and means for extending project information developed at this workshop as well as the other workshops and seminars previously mentioned.

It is certainly easy to place the responsibility for extending project information to certain groups, but what is the means and role of each of these groups in the task at hand?

First, on a national level, the U.S. Office of Education has already sponsored several seminars and workshops, but these have reached only a hundred or so leaders concerned with the preparation of distributive personnel. It is within the purposes of the regional offices of the U.S. Office of Education to establish and sponsor a seminar or seminars or workshops which would not only make these projects available to the state supervisors and teacher-educators within the region, but the workshops could serve as a method of evaluating the feasibility of projects already developed. Out of these regional workshops we would have three significant outcomes: (1) improved projects--perhaps adapted to the specific needs of the geographic region, (2) procedures and techniques in implementation of projects, and (3) a much larger corps of personnel familiar with project information and techniques. Such seminars or workshops should be held within the next few months. Coordinating-teachers and teachers of distributive education are faced with a serious problem of having projects and information concerning the use of projects available at once.

Our second phase could be for state supervisors to take the responsibility of printing and distributing projects, and project information, and assisting teacher-educators and institutions training distributive personnel to obtain materials which have been developed in the regional workshops and the national workshops that have already been completed.

The state supervisor's role in extending project information is definitely one of leadership. The responsibility of supervisors for state leadership is well defined in a publication of the National Clinic for Office Occupations Education entitled "Guidelines for State Supervisors of Office Occupations Education" which states: (2)

> Leadership responsibility is defined in the statutes and administrative regulations of the several states. Leadership itself may be defined as the ability to inspire and motivate others to action. Progress through leadership is made by evolution rather than revolution. In the realm of education, leadership may find expression through such achievements as these:
>
> 1. Development of curricula
> 2. Improvement of instruction by consultative service
> 3. Provisions for research and development
> 4. Development of good fiscal administration
> 5. Provision for competent staff operations
> 6. Promotion of professionalization
> 7. Promotion of good public relations
> 8. Evidence of personal development
> 9. Acceptance of civic responsibility
> 10. Participation in teacher education programs.

Although this publication was prepared specifically as a report for Office Occupations Education, the leadership function described will affect all activities related to distributive education

It is quite clear that one of the key personnel in extending project information is the state supervisor.

> Perhaps the most sensitive "problem" the state supervisor faces is the relationship with others. When one considers that the local school's goal is teaching, the college's objective is preparing teachers, and society's responsibility is educating youth; it is necessary for the state supervisor to coordinate, plan, and give direction to these educational tasks. The state supervisor in his teacher education activities should direct both pre-service and in-service teacher education, schedule and supervise reimbursable workshops. . . . and supervise the development of . . . undergraduate teacher education programs, and in-service programs. (2)

This reference to the leadership responsibility of the state supervisor is made to emphasize his key position in the activities of extending project information to in-service and pre-service training programs in cooperation with the teacher-educators with the state.

Earlier it had been suggested that the U.S. Office of Education should plan regional meetings for the purpose of extending project information, but perhaps these meetings are not feasible for various reasons. If this were true the state supervisors should establish workshops for teacher educators and teachers of distributive education within his state or these workshops could become a joint venture of two or more states, or several workshops could be conducted within a state. The distributive education teachers of a metropolitan area could form the personnel of a meeting even though it cuts across state lines; for example, the Chicago, Hammond, and Gary area. Another illustration of a joint venture would be the state supervisors of Wisconsin and Illinois arranging a meeting for distributive education teachers in the cities of Racine, Kenosha, Waukegan, Rockford, and Evanston; all of which are within about an hour's drive of a central location such as Northern Illinois University. Another example of a joint venture would be the Philadelphia and Camden, New Jersey area. These workshops or conferences would not need to be conducted for an entire week at one time but could be extended for five or ten meetings, perhaps Friday evening and Saturday morning or some other day of the week but arranged so teacher-educators and distributive education teachers are not taken away from their duties for an entire week or so at one time. In many states the supervisors already hold a state or area meeting in August for distributive education coordinators and teachers, for about a week, which affords an excellent opportunity for having project information distributed and discussed.

Teacher-educators must also take the initiative in extending project information especially through professional education courses that are capable of assimilating any and all improvements in methods and techniques of teaching. These courses need to give the teacher the why, the what, and the how of using projects as a part of their methodology. In this manner, projects can be extended to the distributive education teacher presently in training. What about the great number of in-service distributive education teachers? Ferguson (3) in a discussion of vital teacher education programs at the 1966 NABTE Convention stated:

> The second phase of a vital distributive teacher education program is that of intensive in-service teacher education. This is, at present, our weakest link in the chain of distributive teacher education. There should be undertaken a systematic joint venture with the state department of education and each distributive education institution located within the state to upgrade and maintain excellence in every teacher-coordinator.

Although Ferguson is referring to the entire distributive teacher education program, it is vital that in-service programs be established in extending project information. Teacher-educators should establish the following for disseminating project information:

1. One-day workshops or a series of one-day workshops.

2. Summer classes in distributive education methods which emphasize the project and are limited in length to a period of two or three weeks. Many teachers find it difficult to attend an entire eight-week summer session.

3. Newsletters and bulletins could be sent to teachers within the state.

4. The teacher-education institution could establish or have a working relationship with a state and/or multi-state center to retrieve, store, catalogue, develop, and disseminate appropriate project instructional materials. These centers could tie in with regional and national materials centers. (4) This would eliminate the need for the printing and distributing of projects to all distributive education teachers. If the project information was catalogued and available, a teacher needing a certain project could write or call the center, and the center would retrieve the information concerning the project and forward a copy to the teacher.

The summary of the Task Force Report on In-Service Teacher Education at the National Seminar in Distributive Teacher Education at Michigan State University in May of 1967 concluded: (5)

> The degree of success and effectiveness achieved in the implementation of the project approach to distributive education is predicated on the teacher-coordinator's understanding of this approach and its various ramifications. Such an understanding can only be achieved through a continuous program of in-service teacher education including workshops, conferences, seminars, written communications, individual training, and institutional courses.
>
> The major emphasis for this in-service education program should be the development of a philosophy of a total program concept. Only through the development of this concept can the proper orientation to the project approach be achieved. This orientation must include the development of educational objectives, distributive competencies, and learning levels; the understanding of which is basic to the orderly planning and control of learning experiences.

The importance of in-service teacher education was also emphasized at the National Distributive Education Conference in Chicago in 1967. Interest Group IV at this Conference stated: (6)

> It is recommended that teacher education provide intensified in-service training in the project plan for presently employed teacher coordinators; that the work load of the teacher-educator providing the in-service training be reduced; and that teacher educators up date themselves relative to certain aspects of the project method, namely content - activities - format - and individual differences.

Another method which may be considered for extending project information to in-service teachers and pre-service teachers is the possibility of a TRAVELAB. The TRAVELAB has been used successfully by audio-visual specialists. This lab, equipped by the state, could travel throughout the state with materials on the how, why, and what of projects; thereby, bringing the materials directly to the teachers. A lab, such as this, could be equipped as a distributive education laboratory and could be used very easily to help train six to ten distributive education teachers near or at their teaching location.

What about the role of the national associations such as CDTE, NASSDE, NADTE, and AVA? These groups should jointly prepare a manuscript of the findings and proceedings of the four national workshops and make the publication available to the membership. The individual members could easily prepare copies--especially today with our many inexpensive means of copying material--for use in their classes and for conferences. Perhaps plates could be made and we could enlist the aid of our colleagues in industrial education for printing the materials.

The extending of project information to businessmen undoubtedly will create one of the most challenging problems in our attempt to extend the information to all groups. We could contact trade associations representing the industry for which specific projects have been developed. The executive secretary of the group could work with the state staff to outline details for disseminating the details of the project as a learning experience. The state supervisor could also ask the advisory groups for help in publicity or in evaluation of the possibility of placement of students after they have completed project training. We attempt to get the cooperation and assistance of groups when planning vocational programs in a specific occupation or industry. Why can't we get the aid of these individuals in developing projects, thereby making known to businessmen the purpose and details of projects and their planned accomplishments for the purpose of obtaining their criticism and advice? This could be done locally as well as on the state level.

Our national professional organizations could contact the Industrial Relations Department of the National Association of Manufacturers to determine if they could or would use projects as a basis for one of the STEP (Solutions to Employment Problems) booklets. Projects or adaptations of projects could easily be the basis for a solution to a company's employment problem.

What is the role of the participants at this workshop in extending projects and project information that has been developed at this workshop? . . . .

1. Call your state supervisor, city supervisor, area supervisor, and teacher educator in your area immediately upon return from this workshop. Tell them you have the material that has been developed here, and ask what can be done to duplicate and distribute selected material to all Distributive Education personnel in the state.

   But you should do more than duplicate and distribute this material. Don't merely "throw" it at your teachers, but select material that will develop the why, what, and how of projects--develop a plan which presents a total program approach.

   Your supervisor can undoubtedly arrange for an area or state Distributive Education meeting or meetings. If more than one meeting can be arranged, then your material can be presented in two or three presentations, such as:

   a. Why use projects?
   b. What can be accomplished with projects?
   c. How to use projects, prepare, or write projects.

   If one meeting is scheduled, select and edit the material to give the key elements developed at this workshop. Plan your presentation for the time allotted--be a good teacher. What can be presented on transparencies, flannel board, etc.? What can be presented by duplicating and distributing the material? What needs to have the most explanation?

2. Do you have a local or area coordinators meeting scheduled for sometime in the next few weeks or months? Duplicate selected material and distribute it at this meeting and explain the why, what, and how of projects.

3. Share selected material and projects with at least one other coordinator with the requirement that he share it with someone.

4. Do you have a state Distributive Education newsletter or bulletin? This media could be used for a series of articles to present project information. Be sure your material is selected and written to give a total program concept. If you don't have a state Distributive Education newsletter, start one.

5. Present a series of articles in your state education association journal or state vocational association journal.

6. Do you have a state education association convention or vocational association convention? You could arrange a program to be presented at a Distributive Educational sectional meeting.

7. Give a great deal of consideration to sharing selected project information with the members of your advisory committee. They are vital to securing help in developing projects and need some background material concerning projects.

Regardless of the plan or method to be used in extending information concerning projects, and projects themselves, it must be a joint and coordinated effort on a national, state, and local level with the state supervisors and teacher-educators accepting the leadership responsibility in extending this curriculum material. The only limitation is the limitation of our imagination and initiative.

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MOVING AHEAD WITH PROJECT TRAINING IN DISTRIBUTIVE EDUCATION

Dr. Harland E. Samson*

Since its formal inception as a vocationally recognized program in 1936, Distributive Education has consistently expanded with ever increasing effectiveness. Much of the recognition and status achieved by distributive education has been due to the success connected with cooperative education. It is not considered inconceivable that equal or greater success could not be achieved with other plans of training in addition to cooperative education.

What is meant by preparatory?

The terms "cooperative" and "preparatory" are both used with distributive education programs promoted and operated under the provisions of the Vocational Education Act of 1963. Definitions of these terms, as used here, are given to avoid possible misunderstanding.

> Cooperative distributive education - The plan initially promoted under the provisions of the George-Dean Act of 1936 and designed for individuals who were already employed. This plan uses the instructional method of correlated classroom instruction with planned and supervised on-the-job occupational experience.
>
> Preparatory distributive education - The plan permitted under the Vocational Education Act of 1963 and designed for individuals not currently employed who wish to prepare for distributive occupations. In this plan the student acquires skills, knowledges, and functional information prior to gaining employment in his occupation.

The objectives of the cooperative plan and the preparatory plan are the same as for distributive education in general. These are (1) to offer instruction in distribution and marketing, (2) to aid in improving the techniques of distribution, and (3) to develop an understanding of the social and economic responsibilities of those engaged in distribution in a free, competitive society. The preparatory plan, just as the cooperative plan, must be able to stand by itself, giving adequate preparation and education to each student such that he will reach a level of skill, knowledge, and performance equal to or in excess of the standards demanded by the labor market he wishes to enter.

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*Dr. Harland E. Samson, Professor of Distributive Education, School of Education, University of Wisconsin.

Teaching-learning experiences in preparatory plans

The differences in the needs of students who are enrolled in the preparatory plan will, of course, require modification, change, and addition to the methodology found successful in the cooperative plan. Underlying every instructional effort will be the desire to maintain vocational objectivity and the ultimate goal or outcome of the D. E. program. Certainly a major area of teaching-learning activity, and perhaps one most uniquely new and different, should be that of occupationally oriented laboratory activities. Through carefully planned and well administered learning activities, students in the preparatory plan will have opportunities to gain real and useful experience in skills and functions of each of the distributive competencies.

Traditional methods such as case problems, field interviews, field observations, role playing, resource personnel, individualized instruction, case problems, student reports, and wide variety of other techniques will be used with appropriate adaptations. In addition to these methods, teacher-coordinators of preparatory plans will develop expertise in use of laboratory projects as teaching-learning devices. New uses for an expanded classroom laboratory as well as the development and management of school stores, school activity sales, promotional projects, and other functions will be expected.

A greater degree of involvement of students through teacher-student planning should become evident. The student may be given more responsibility in the organization and management of the classroom and laboratory and aid directly in the development of his learning activity, perhaps to the point of preparing him to lead discussions, to serve as moderator, or in other capacities as a leader in and out of the classroom. The club activities must be considered essential, for the preparatory student will have great need for opportunity to try out skills and work in adult roles.

Evaluation

Distributive education is concerned with people, products, and procedures; and the contribution of a preparatory plan will be measured against the individual's progress toward the achievement of employment requirements in each of these areas. Each student may start from a different basis and each may proceed to a different goal. Thus, evaluation is calling, if not demanding, innovations, new ideas, new solutions, to measurement and appraisal of the teaching-learning phase of the preparatory plan.

The real challenge then is one of planning carefully, of laying out a pattern, but not hesitating to move or change. We have a challenge to look upon preparatory plans as we have cooperative plans: as an opportunity to make a contribution through those we train toward the development of an efficient, free, and competitive economy.

Projects

A major teaching-learning device in the form of project training has been presented to distributive personnel during the seminars and workshops conducted on a national basis this year. Projects will make a major contribution to the improvement and extension of distributive education in cooperative and preparatory education at all levels. There has probably been no other time in the history of distributive education when so much effort and attention has been given to the description and development of a single teaching-learning technique. This has been good. Educationally, distributive teaching had become static with the dynamics of programs coming largely from the creativity and intense dedication of individual teachers. Today we are on the threshold of building an improved instructional program for distribution and marketing - we are establishing the first major change in the educational foundation of distributive education since the initial adaptation of cooperative education was made.

We must become far more expert in curriculum theory, educational psychology, instructional systems, and instructional media than we ever have before. To undertake the task of a re-orientation to our teaching and to the learning outcomes is going to demand the effort of all people at all levels. Our goal should be to become the acknowledged experts in project training as we have been recognized as the experts in vocational cooperative education. Five years from now I hope that each of you can look back and reflect on this year as a time of soul searching and testing of beliefs and educational concepts. I hope, too, that in reflection you are able to conclude that this has been a time of productivity and conceptualization.

Patterns

Educational patterns must be altered to keep up with the increasing demand for qualified distributive workers. One of our most urgent tasks is to make new learning innovations in distributive education operative and productive as soon as possible. We cannot deny youth and adults wanting training for distributive occupations the opportunity to learn through our instructional programs.

There should be no limitations imposed upon the time and place variations for distributive instruction. If the student needs distributive instruction, wants distributive instruction, and can profit by distributive instruction, there should be means of providing this without undue delay and in a manner most appropriate to his learning needs. The classroom instruction will remain the core of the distributive program, but variations and combinations of laboratory and cooperative experiences should come forth in many shapes and sizes.

It must be remembered that the implementation of new patterns of distributive training is a matter for each state to determine. The nature and character of programs across this broad land deter the adoption of a standardized plan or program. Even within states, the patterns of distributive education will vary by region and city and, as we well know, will vary from one school year to the next.

As we move ahead with project training for our old and emerging programs in distributive education, recognition needs to be made that there is normal resistance to change.

It's not change per se that generates resistance but fear of the unknown and the uncertain. Most people are upset by what seems to them unusual behavior or direction. If individuals set out "to unstructure the structured or to desystemize the system," they can expect resistance. However, the kind of change that brings order and meaning out of confusion is generally welcomed, let us note.

> "Self-interest is just as important as self-respect.... ..the educational change agent must face up to this human trait and bargain for it realistically...... People resist change to the degree they perceive it operating against their self-interest; self-interest is frequently the only thing that makes change significant enough to them to care one way or the other about it."

At such times people need and should get clear information and sensible explanations, "It is a time to be reasonable rather than logical. It is not so much the change out there that is painful, it is what is happening to his values, attitudes, and beliefs, as well as his self-concept."

Moving Ahead

There are two sets of suggestions that I would like to make relative to the task of moving ahead. One is in connection with your own adaptation of project training to cooperative or preparatory plans in distributive education. The other is in regard to your commitment to share and disseminate the information of this workshop.

Your Program

Commitment, involvement, willingness to change, self-discipline, and hard work are the keystones behind the task each of you have ahead. You will need a commitment approach to project training if you expect effective results. These five points may serve as a guide in your personal implementation of project training.

1. Establish developmental objectives. Goals for adaptation should be based on a realistic appraisal of the needs of your program. They should be clearly stated and not in conflict with other expectations of your program.

2. Analyze the existing climate. Innovations are generally doomed where the administrators and professional staff have distrust, suspicion, or dissatisfaction with the on-going program.

3. Provide feedback of results. Set up a feedback system for your own enlightenment; then establish a system for your educational superiors so they will feel they are actively involved. Funnel information vital to project training success to the attention of administrators and supervisors who are in a position to use it.

4. Periodically get administrative involvement. Don't expect that initial support will continue without additional involvement. Continue throughout the year to touch base with each of the key people in your school.

5. Exercise tight control during developmental period. Any mistake, even minor in nature, can have an impact of disproportionate size on an innovation during the early stages. Be aware of difficulties during the first year so adjustments can be made prior to the beginning of the next cycle.

Your State

In your effort to share project information and materials with other distributive personnel in your state, you may wish to keep in mind the following ten points that are adapted from the ways for opening closed minds to new ideas.

1. Don't oversell. Conservative promises usually gain the confidence of intelligent men. Besides, they're easier to fulfill.
2. Don't give up too soon. People aren't always receptive the first time they hear a new idea; so keep trying.
3. Watch your timing. Choose the time of year, month, or week to present your idea carefully. And be sure your idea ties in with a problem facing school administration now. The busiest time of the year is hardly the time to introduce new ideas.
4. Plan carefully. Write it down, listing cons as well as pros. If it can't be said in a short sentence or paragraph, it's either no good or needs more thinking. Then prepare a presentation: broad general plan first, summarize the main points, then appeal for action.
5. Keep language simple. Be clear rather than grammatical.
6. Put showmanship in your presentation. The eye is 22 times as powerful as the ear in transmitting images to the brain.
7. Anticipate objections, and plan a way to handle them. For instance, counter with questions which will lead the listener to your conclusion. Don't be belligerent. And listen.
8. Promote participation. Say "we". Let listeners make suggestions; arrange for the most powerful man in the group to have your idea and let him convince you and everyone else in the room.
9. Make your ideas easy to accept. Any small further step is better than a flat "no".
10. Leave time for discussion. It shows you aren't trying to railroad anyone into anything and lets people convince themselves.

Finally, I wish you success and continued enlightenment in the development of concepts and ideas on project teaching-learning techniques. With the dedication I have seen here, I know the object of the workshop will grow under your efforts. In closing I would like to quote some material that I found in one of the very early issues of the DISTRIBUTOR. The author is unknown, but the feeling projected is one to keep in mind as you undertake the tasks before you.

"When a man grows with years, he reads more of the books of experience and less of the pages of prophesy. He thinks more about the worth of character in people and less about their collateral. He boasts less and boosts more. He observes that snobbery is a confession of inferiority and that the combination of kindness, tact, and consideration is the only trademark of aristocracy worth mentioning. He relishes an argument less and applies the theory that the streaks of criticism can be washed away with the suds of tolerance. He comes to know the best trophy any man can win is the love and understanding of those who trust him and need him. But probably one of the most important things a man learns as he grows is that he is only one and that he cannot do everything and be everything to all people. He can do some things, and when he does them well, he receives a satisfaction that lives with him the remainder of his years. That is a clear indication of a life being well lived."

III. ABSTRACTS - BUSINESS PRESENTATIONS

NEW PRODUCT RESEARCH AND NEW PRODUCT MERCHANDISING

Mr. H. R. Briggs*

Why do some stores stay in business while their competitors fail? About 25 years ago, Wolff, Kubly & Hirsig, a local department store was in sharp competition with C.C. Collins. Today, only Wolff, Kubly & Hirsig remains in business and is still going strong. Why is this? Wolff, Kubly & Hirsig gave its employees special instructions every Monday morning about its products. The heads of the various departments reviewed their merchandise with their sales personnel while the store remained closed. Because of this training, the sales people were able to give their customers much additional and helpful service. On the other hand, clerks from C. C. Collins knew very little about the merchandise which they carried and were unable to give their customers the service that they desired.

In a more recent survey conducted by the same store, they attempted to discover what the shopping public thought of their store. More specifically, they wanted to know if their customers thought they should have a bargain basement, discount stores, outlying stores in the suburban areas, and also what type of prestige the store possessed.

Their findings indicated that the store was referred to as an old, reliable, wonderful, complete, all-purpose store. Some of the criticisms leveled at the store included the opinion that it was too crowded and congested, and that some of the items were poorly displayed.

The findings also revealed that the customers enjoyed browsing around the store at their leisure without being high-pressured by salesmen.

It was also found that the public did not want a bargain basement, but that they did want bargain sales. This seemed to be evidence that Wolff Kubly & Hirsig was dealing with a higher class of customers. It was concluded that the discount house is not a threat to downtown stores that are well established but still progressive in their merchandising policies.

The study further revealed that the successful store salesman will practice the following:

1. Study the product. Know the line of goods and be able to talk about it.
2. Avoid over-selling.
3. Never stand around as if you had nothing to do.
4. Show an interest in your work.

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*Mr. H. R. Briggs, President, Economic Research Co.

WHO SPEAKS FOR THE CONSUMER

Mr. Karl Bing*

Consumers are protected not because of the policing of the government, but rather because of a more fundamental law. It is a law so severe and absolutely enforceable and so much a part of our life that sometimes we tend to forget how effective it really is. It is a law that applies to every retailer, wholesaler and manufacturer. It is the law of consumer acceptance.

This law has more policemen supporting it and is economically far more ruthless than any agency of our government is now or ever will be. If we think of our customers as the policemen in our economy, then their weapons are the dollars of expendable income that they place on retail counters in exchange for the merchandise we carry. Whenever these people go shopping they are performing a policing action, not so much by what they buy, but what they are not buying. The consumer is constantly discriminating among various businessmen as he decides where he will shop today.

What is the internal mechanism that has been set up to cope with all these policemen? Who is speaking for the consumer? At the retail level, each day stores are competing for traffic and the consumer is voting either - I like your store or I dislike your store. The management must select those products which the customers demand and hence they are speaking for the consumer.

The wholesaler is another mechanism that is speaking for the consumer. He must refine his understanding of consumers' needs down to a modest inventory of a variety of goods which he knows consumers are demanding. As he examines and refills the needs of various retailers he is able to view consumer trends on a large scale and thus be ready to move quickly to supply these needs.

The manufacturer is another strong voice speaking for the consumer. Once he is commited it is very difficult to correct any mistakes without a great loss both in time and money. Therefore, he must be highly competitive and keenly sensitive to all the subtleties of consumer demands.

In conclusion, the American system of distribution brings forth the most powerful voices which speak loud and clear for the consumer. These voices must be heard if a firm ever expects to achieve success in the modern marketplace.

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*Mr. Karl Bing, Director of Marketing, Ray-O-Vac Division, Electric Storage Battery Company

YOUTH WITH SPECIAL NEEDS

Dr. Gordon Berry*

Political, social and economic changes have brought many challenges to teachers and counselors. How can we provide meaningful and productive education programs for all our youth?

As an example of youth with special needs let us first focus on the social, psychological and educational characteristics of boys and girls living in depressed areas of our central cities. Studies indicate that these are unmotivated youth who are members of marginal families. During their formative years from a language point of view, they communicate through non-standard English and the use of sentence fragments in both oral and written expression. These youth are furthermore disenchanted with book centered learning and indicate this with agressive, defensive, or indifferent attitudes.

The physical living conditions of these youth can be described as slum areas or deteriorated neighborhoods as exemplified by high-rise apartments that are almost always over crowded. It is extremely important to remember however that this is a heterogeneous group with all the great untapped potentials you would find in youth in the suburban communities.

While minority groups such as Negroes and Puerto Ricans do make up a large section of ghetto life, other socially, culturally, and economically disadvantaged groups such as Spanish migratory workers and Appalachian whites also live in ghettos of our central cities. These people all have similar living conditions and language patterns.

Our schools are generally' middle class oriented and our instruction and teaching style tends to reflect that. We seem to be concerned about unrealistic curricula patterns which force us into certain unrealistic teaching styles. If we are ever going to move away from lock stop curriculum designs that we have used in the past, we must begin to organize projects and programs aimed at capturing the positive aspects of the disadvantaged youths' cultural and life styles.

All too often in our schools we have failed to appreciate the sites, sounds and 'hep talk' of the disadvantaged. We are too quick to be repelled by lower class language. As a consequence of this lack of understanding, so many youth are programmed out of certain fields because they do not fit the image that we think that field demands. We then conclude that no employer will have them, so they shouldn't be in that field at all. (At this point Dr. Berry gave an example of 'hep talk' which he then translated for the audience, pointing out the creativity of this language and illustrating that these youth are highly verbal and not non-verbal as so many people believe.)

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*Dr. Gordon Berry, Guidance and Testing Department, Milwaukee Vocational, Technical, and Adult School

What is suggested is that all too often we already have developed in our own mind how our students should look, act, talk, and feel prior to coming into our school programs. There is nothing wrong with this assuming they fit the good middle class image we want for them. Unfortunately this is not usually the case.

It is interesting to note that youth unable to learn poetry and arithmetic did manage to learn complicated street games using arithmetic. The real tragedy of the system is that we fail to develop comprehensive programs that will build on and take into consideration the many positive aspects of their life styles.

Of course there are other groups of youth with special needs and the counseling services as usual stand in constant support of the teachers. Today, however, in addition to guidance and testing duties, the counselor must be prepared to coordinate health and welfare services in the community as well as carry out certain legal functions in dealing with outside agencies.

In conclusion, as teachers we have the responsibility to remove the rigor mortis and stereotyped thinking, and to begin to serve youth and their individual needs. Our present programs must be designed to serve them and modified to bring more of them into our respective fields.

STORE OPERATIONS

Mr. Stuart Hagen*

When you walk into a new retail store it's worth an admission price to go in. From the spacious parking lots to the beautiful windows and displays within the store, there is an exciting atmosphere about modern day retailing. Mr. and Mrs. consumer have a great deal of money to spend on a growing variety of products.

To meet the challenge of supplying goods to satisfy the ever growing needs of Mr. and Mrs. consumer the store manager must be a real salesman. He must motivate people every day and also teach these same men how to in turn motivate other men. Selling is the key to this business and there doesn't seem to be very many good salesmen on the scene today.

Sears has long been a giant in retailing and one reason is because of the effective organizational arrangement. The United States is divided into several territories with a territorial vice-president in charge of each. Directly under these men are group managers who are responsible for a number of individual stores in their particular areas. Reporting directly to the group managers are the remaining individual store managers. This organizational arrangement has provided a great deal of flexibility as each unit is rather autonomous and responsible for its own profitable operations.

Another interesting factor about the Sears pricing structure which enable their stores to offer highly competive prices is the maintenence of a national bureau of investigation which always keeps them informed about competive prices.

Some of the skills needed for people interested in retailing are average intelligence or better, good appearance, enthusiasm, and probably the most important ingredient which is honesty.

(In order to illustrate the number and variety of positions available in a large retail store, Mr. Hagen used his store which is 78th in sales out of 800 Sears stores as an example.)

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*Mr. Stuart Hagen, Manager, Sears Roebuck Company

Dept. or function	Number of employees
Receiving	6
Marking	35
Selling	400
Credit Dept.	35
Customer Service	16
Auditing	20
Cashiering	10
Display	10
Phone operators	3
Tailor shop	3
Delivery	7
Service men	18
Management	15

A PERSONNEL MAN'S LOOK AT RETAILING

Mr. James Guinan*

What is happening in retailing? To explore a question of this nature one might examine three kinds of forces which have had a profound effect on retailing, namely, social, legislative and technological.

Ten years ago the typical department store was one store with no branches, opened one night a week, and need worry only about local competition. The work force was cheap and easily available.

Today we are in the midst of a suburban explosion with a consequent increase in the number of branch stores. Federated for example went from 12 to 93 stores in this time period. Approximately a million more people a year are coming of marriageable age which would indicate that even more stores will be necessary as these people marry and raise families. These same people now expect you to stay open six night a week.

In the legislative area the minimum wage law which will provide $1.60 per hour by next February has made the profit squeeze even tighter. This tends to have a ripple effect all the way up the line for if you have to pay the gal who sells peanuts $1.60 an hour, what then must you pay the woman who is selling better dresses?

The changes in technology such as the increased viewing of television, air freight, direct dialing, and the fantastic computer have combined to make brands from coast to coast and tastes and styles instantaneous throughout the United States and even the world. Speed seens to be the word and the merchant had better climb aboard or be forever buried in his outdated merchandise.

What have been the retailers' responses to some of these challenges? When you have so many branches, the buyer cannot possibly handle all these duties and manage a department in addition, thus we find that the buyers and department managers are now different people with their separate responsibilities.

When you get into a profit squeeze you must realize that people seem to be willing to pay for more expensive items with a greater mark up.

Because the stores are now moving towards being opened 70 hours a week, we find a corresponding shift to a two shift system.

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*Mr. James Guinan, Personnel Director, Boston Store

We find increasingly sophisticated equipment being utilized in more and more stores. A case in point is the NCR optic scanning cash register. This register has a tape which records all the data concerning a sale and which can also be read by an optic scanner of a computer. This tape goes to the computer nightly and tells what was sold by class, by style, by color and size giving instant feedback and greatly facilitating re-orders.

In projecting the employment needs for retailing into the future it is interesting to note the rapid changes taking place in the past ten years. Multi-unit major department stores have gone from 3,000 to 5,000 units consisting mostly of branches. In the next five years Federated alone has 28 new branches in the blueprint stage or beyond. In the last ten years we have watched the number of people employed in retailing climb from 800,000 to 1,000,000. While the rate of growth will actually decline somewhat since most of the expansion will be in branches which means that there will not be the duplication of a lot of sales supporting functions. Even with this slow down in the total rate, it is estimated that there will be 30,000 additional job openings per year. Add to this figure the average 20% annual turnover in the existing one million jobs and the total figure swells to approximately 230,000 job openings throughout the United States.

What kinds of jobs will be available in the next 10 years? There is a critical need for many more people in the 'dying' trades such as upholsterer, furniture refinishers, tailoring, as well as T.V. and appliance repairmen. With the continued growth of the computer and its application to retailing the need will arise for more computer analysts and programmers.

In addition to the many clerical workers needed, there will also be a tremendous upsurge in the number of first line managers needed because of the trend toward decentralization in retailing.

In light of these acute needs for first line managers, more and more stores are turning to the two-year technical graduates to fill these positions. In many instances they are used with no handicap right along side of the four-year graduate with a bachelor's degree. At the Boston store the only handicap might be a starting salary twenty dollars less than the four-year graduate but they would both go through the same six week training program and then into the same first line management assignments. From then on, they are both on the same promotional railroad track and many times the two-year graduate is more successful because he is hungrier.

In preparing students for careers in retailing it is important that they know the 'big picture' of retailing. How does retailing fit into our economic system? What is the historical background and development and what implications does this have for the future of retailing?

The retailer should be good with math because he deals with some form of it every day. He must also be people oriented as he deals constantly with customers and fellow employees. Perhaps the person with the 'entreupreneur personality' - that person who is somewhat abrasive, cocky, and extremely self-confident should be encouraged more to consider retailing because often times it takes a strong personality of this nature to survive.

THE CONVENIENCE STORE

Mr. Jeffrey Foulk*

There are many misconceptions about the present convenience stores. Exactly what need is a store of this type filling? Contrary to popular belief, convenience does not refer to the products carried, but rather to the convenience in using the store.

In the evolution of food retailing, until recently major emphasis had been placed on bigness-the huge supermarket to fill all needs. What about the consumer who wanted to purchase only one or two items to tide her over until the next major shopping trip? Must she park in a large parking lot and fight the crowds in these supermarkets in order to purchase only a few items?

To fill this obvious gap in service we find the growth of the convenience store within the last ten years. These stores are characterized by the long hours they remain open-usually 16 hours per day from 7:00 A.M. till 11:00 P.M. They are also opened seven days a week doing the bulk of their business on weekends. There is usually parking immediately in front of the store which carries brand merchandise which can be quickly identified by the customer. The selection of merchandise is limited to the fast moving items. The typical store is 2,400 sq. ft. in size, with 1800 sq. ft. devoted to sales area and 600 sq. ft. to back room storage and equipment.

Most sales in a convenience store are restricted to a relatively small number of product catagories such as beverages, dairy products, bakery goods, and tobacco. While the line of goods carried may vary from store to store, it is generally a rule of thumb that the major appeal of items carried are those items consumed or used shortly after purchase. Because of the store's physical size, inventory must be tightly controlled hence the allotment of space to the rapid turnover items.

In regards to the nature and scope of the convenience store industry, in 1967 there were 158 chains operating 6,000 convenience stores in the United States. Sales in 1966 reached 1.5 billion. There will be an estimated 30,000 stores by 1975.

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*Mr. Jeffery Foulks, Vice-President, PDQ

To get a better idea of the companies operating in this industry, all convenience stores fall into one of three categories according to their size of operations.

1. The largest convenience store chain which is the Southland Corp. operating their 7 to 11 stores has 2,500 stores in operation doing a total annual business of 450 million dollars.

2. The second category consist of approximately a half dozen companies operating in the neighborhood of 300 stores each.

3. The final catagory is the typical convenience store chain consisting of approximately 12-15 stores and only five to eight years old. There are presently about 150 of these companies.

The presidents and vice-presidents of these companies are very young men with the average around 35 years old. The individual store managers and assistant managers are usually even younger with many in their early twenties. There seems to be a definite problem in attracting good managers which D. E. instructors might well address themselves to for the typical store manager makes between $7,500 and $14,000 per year.

P D Q is the only convenience store chain in the U.S. which operates meat departments in their stores. These departments are equipped by P D Q and leased to individual operators who in turn pay P D Q a percentage of sales. They have found that these meat departments are excellent in drawing traffic into their stores.

The pricing structure of the typical convenience store is much different than most supermarkets. They have a much higher gross margin due to the greater percentage of sales done in product areas which have traditionally been higher mark-up areas such as bakery goods and health and beauty aids. They also mark up those items which have traditionally carried low mark-ups.

The proper location is the key to a successful convenience store operation. Surveys must be taken to determine the traffic counts, percentage of local and transient traffic, speed of the traffic and many other factors to be considered for each alternative location. The traffic engineering department must be consulted to determine if there are any planned changes in the streets. Also the zoning ordinances must be checked as well as any other deed or local restrictions.

It has been found that a store located near a church does a good business since Sunday is the best day of the week for convenience stores. Usually 1,000 families within a half-mile radius are needed to support the typical convenience store which has sales of $3,000 per week. One mile is about the limit people will travel to a convenience store to pick up a pack of cigarettes or other small items.

DIRECT SALES

Mr. H. A. Schatz*

Direct selling is subjected to a considerable amount of bad propaganda from various consumer groups as well as the general press. What most of these groups fail to realize is that the people in direct sales know only too well that the consumer is still the boss.

Direct selling in distributive education plays a very important role as witnessed by some of the major companies who have selected this media for the distribution of their products. Such names as Tupperware, Fuller Brush, Beeline Fashions, Stanley Home Products and Avon are familiar to almost everyone.

There is no longer much door to door selling such as in the old times, but rather more route selling with advance appointments made with potential customers. Even many large retail stores such as Sears and Penneys have turned to this method of distribution as part of their activity particularly in the areas of draperies and floor coverings.

Direct sales is important enough to be included in today's marketing classroom study. A special course in direct sales is probably not needed, but it should be included and referred to in our sales and marketing courses so students do get a picture of the entire marketing concept rather than a particular segment.

Direct selling firms are continuing to grow and new companies are entering this field each day. We also find that older companies are adding special direct sales divisions. These trends point to many excellent opportunities for on-the-job training and practical experience in this area with the possibility to move into supervisory and management positions in the near future.

One of the most prevalent complaints leveled at retailing today is that there is a lack of personalized service in selling. Direct selling differs from the trend toward mass merchandising in that it directs itself to satisfying this need for more personalized service. It affords the consumer the opportunity for a considered and deliberate decision through its home presentation and selection. The customer is able to ask questions and have them answered, and to see a product or service actually demonstrated in the surroundings in which it is used.

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*Mr. H. A. Schatz, Manager - Marketing, Public Relations, and Direct Sales, West Bend Company

In reference to qualifications for direct selling, attitude is extremely important even more so than aptitude, for one's determination to succeed does much to insure his or her success. A worker must have enthusiasm and drive as well as a desire to meet and work with people. He must have the ability to get along with others and a desire for independence of thought and action. Above all else he must love the challenge of an opportunity where the rewards can be very high.

THE INDUSTRIAL DISTRIBUTOR

Mr. Robert H. Taylor*

The company engaged in industrial distribution is a marketing organization serving the factories of the country, and in some cases the world, to bring the products of those factories into proximity to the markets--to the actual consumers. The consumers are served by having sources near at hand for great varieties of their needs.

There are many distributors that specialize in certain classes of commodities which they sell and which are in a related field. For example, a distributor may limit his activity to the sale of abrasives, cutting tools, portable tools, related machinery and supplies. The customer needing electrical supplies, plumbing or maintenance items must go to another distributor.

There are other distributors who specialize in classes of industry, supplying customers who are in similar activities such as the automotive trade, or the steel mills or perhaps the paper mills. More than likely such a distributor as this will try to cover the total MRO needs of his group of customers and will offer a greater variety of commodities as a result.

As opposed to the "specialist" or "limited lines" distributor, you will find the "general" supply distributor who literally has everything any plant needs and if he hasn't got it, he'll get it. A comparison in the retail field would be the difference between Maceys in New York and any specialty men's shop or ladies' shop or an appliance store. Any one of these specialty shops might do a more thorough job in their specialty than the one department at Macey's devoted to those products. There are advantages and disadvantages to be named for either type operation and there is a place for both.

A large general supply distributor of the products used by industry could be found stocking as many as 50,000 different specifications (not pieces) of items needed by plants in his area. As a specialty distributor with limited lines, we in our company have more than 5,000 specifications (again, not saying pieces) in our inventory.

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*Mr. Robert Taylor, President, Engman-Taylor Company, Inc.

Undeniably, there are certain costs involved in moving goods from the end of the production line to the point of use. These are inherent and exist in all forms of marketing. It is the cost of providing time utility; the cost of having goods and services available at the point of use--when and as they are needed--and availability must be a prime consideration in any judgment of value.

The Industrial Distributor we are talking about today is a company that buys materials, carries these goods in his stock (inventory), sells to customers, and extends credit by carrying accounts receivable. The successful company is generally the one with the best people. My personal philosophy is that people make the whole difference between success and failure.

Manufacturers could never have sales staffs large enough to cover all the shops in the country on a direct basis. They couldn't afford this staff, couldn't train this many people, couldn't support warehouse stocks in strategic locations. They, therefore, turn to marketing organizations in various areas that exist to serve a number of manufacturers and many customers.

Being a "specialty" distributor in abrasives, cutting tools, power tools and machinery, our outside salesmen calling on customers and our inside telephone men (who are salesmen too) talking to customers are trained with product knowledge. They can answer questions of a technical nature and solve problems. Our people must be oriented to mechanical interests; and while they do not have to be graduate engineers, it would surely help them in their work.

The industrial distributor has a hard time finding good people who want to spend the time to learn the techniques of salesmanship and gain the product knowledge necessary.

We in Industrial Distribution ask that you do not send to us anyone who is looking for "something for nothing." Send us people who have something to offer in the form of a desire to work and a desire to learn and who will spend time at these two things to qualify for advancement.

IV. PROJECTS

Group

Individual

GROUP PROJECT

GROUP PROJECT

A. Descriptive Title:
Developing Skill in the Use of Oral and Written Communications in the Collection of Delinquent Accounts

B. Objective or Purpose:

(1) Develop the idea to apply the proper techniques of oral and written communication in the collection of delinquent accounts.

(2) Develop the ability to interpret and apply constructive criticisms from a professional collection agent.

(3) Become familiar with legal remedies which may be used in the collection of delinquent accounts.

C. Nature and Scope:

Credit is becoming an increasingly popular method of buying. This has brought about an increasing need for sound techniques to be used in the collection of delinquent accounts.

In this project your group will develop acceptable procedures in collecting delinquent accounts as well as become familiar with some actual procedures used by a collection agency today.

You will be allowed two weeks to complete this project within the guidelines set by the teacher. Four students will work together as a group.

D. Materials, Equipment, and Resources:

1. Letterhead stationery
2. Typing paper
3. Tele-trainer
4. Booklets: "Credit and Collection" (NCR)
   "Using your Credit Intelligently"
5. Criss-Cross Directory

E. Pre-project Preparation:
Student

A. Read booklets: "Credit and Collection" and "Using Your Credit Intelligently".

B. Review Business Law text in relation to the collection of delinquent accounts.
C. Locate an automobile license directory.
D. Locate a city census directory.

Teacher

A. Secure tele-trainer from telephone company. (Allow at least six weeks here to insure scheduling.)
B. Prepare specific guidelines for each assignment.
C. Arrange for a credit-collection manager or agent to agree to evaluate the telephone and letter collection.
D. Try to obtain a speaker who is a specialist in skip-tracing techniques.

F. Step by Step Description:

1. Develop a procedure for calling persons who have delinquent accounts. (Example: If a person no longer lives at the address called, how are they traced?)
* 2. Write up a telephone conversation for each step of the collection procedure and demonstrate on the tele-trainer. (You will be using role-playing here.)
3. Assume that you have no collection success by telephone. Write a sequence of collection letters (as explained on pp. 22-23 of "Credits and Collection".)
* 4. Submit your telephone and letter procedures to Mr._____ of the ______________Collection Agency for review and criticism.
5. Now assume you have had no success by either telephone or letter in the collection process. List the legal steps that are available for you to take.
6. Prepare a written summary of your groups findings, which include the following:

   a. What was done?
   b. How did the collection agency professionally revise the material you presented?
   c. What conclusions have you drawn about delinquent accounts?

* Indicates teacher check points

G. Evaluation:

Grades and evaluation will be based on the written material assigned as part of the project:

- telephone procedures
- written telephone conversations
- collection letters
- legal steps report
- summary report

and how well you followed the guidelines set up by the teacher.

The students will also evaluate their completed project on the basis of what each student feels he has gained.

GROUP PROJECT

A. Descriptive Title:

Educational Requirements for Employment Opportunities: Expressed by Businessmen Through Personal Interviews

B. Objective or Purpose:

(1) To develop an understanding of the importance of education in entering a distributive occupation as expressed by businessmen through personal interviews conducted by students.

(2) To develop an awareness and appreciation of the necessity for continuing education for advancement in a distributive occupation.

(3) To provide a basis for educational planning toward the student's occupational objective.

C. Nature and Scope:

Without a doubt, education is a "must" for job entry and advancement in distributive occupations. Unless you, as a student, aren't aware of the educational requirements in your chosen occupational area, you will be "cheating" yourself out of a rewarding career in distribution and marketing. This study should assist you with your educational planning. You will be given the opportunity to discover educational requirements for your particular occupational objective through personal interviews with businessmen in your occupational area.

D. Materials, Equipment, and Resources:

1. Mimeographed quantities of interview forms
2. Clipboards or manilla folders
3. Several telephone directories
4. Reference materials concerning procedures and techniques of conducting a survey type interview

E. Pre-project Preparation:

1. Establishment of an occupational objective
2. Knowledge of the various distributive business
3. Knowledge of proper techniques of conducting a survey interview
4. Skill in preparing letters for, and contacting, selected businessmen
5. Coverage of previous unit prior to the project - "Education for Distribution"

F. Step by Step Description

1. Using local telephone directories, prepare a list of distributive businesses according to occupational areas.
2. Using your occupational goal, select distributive businesses from the lists prepared in procedure number one. No one should select any business more than once.
3. Prepare a letter of explanation, concerning the survey interview, to the selected businessmen who will be the representatives of the various businesses in procedure number two.
4. Following the preparation of the letter of explanation, have the teacher approve your letters and then mail them.
5. Through class discussion, prepare questions which should be used to develop the questionnaire that will be used in the survey interview (or discuss the sample interview included at the end of the step-by-step description.)
6. Participate in role-playing situations of interviews illustrating the "right" way and the "wrong" way.
7. Contact selected businessmen (in procedures number two and three) for appointments. Don't attempt to conduct an interview unless you have arranged a time and place approval from the businessman.
8. Conduct survey interviews with selected businessmen in your occupational area.
9. Following interviews, each student should be prepared to report their findings and experiences to the class for class discussion.
10. Students with identical occupational goals will compile data accumulated in the interviews.
11. Findings from all the occupational areas will be combined into one report for duplication.
12. Through class discussion, evaluate and draw conclusions concerning the project effectiveness and value.

G. Evaluation:

Following student self-evaluation of the project and teacher observations, each student should review, with reference to the survey findings, their educational background and future planning in terms of their occupational objectives, making any necessary revisions.

The teacher should also evaluate the actual interviews by the students through contact with as many of the businessmen who cooperated as possible. Results of the data collected should be distributed for the cooperating businessmen for their evaluation. If errors existed during the interviews, the teacher should see this information as a teaching point for additional time spent in this area, since this type of activity will probably be utilized at a future time.

Interview Form

Businessman__________________ Student______________________

Business ____________________ Occupational Objective_________

Type of business______________

Location______________________

1. If a person applied for a job with your firm, what job(s) would you consider for a person with a:

   a. grammer school education____________________

   b. high school education

      1. without training in distribution__________

      2. with training in distribution____________

   c. junior college graduate (two year)

      1. without training in distribution__________

      2. with training in distribution____________

   d. college graduate (four year)

      1. without training in distribution__________

      2. with training in distribution____________

2. For a beginning employee in your firm, with the educational experience listed below, what would you set as the beginning salary if educational experience was the only criteria used? (Circle the approximate salary - weekly - you would pay this individual.)

a. grammar school education	1.	$40	6.	$ 90
	2.	50	7.	100
	3.	60	8.	110
	4.	70	9.	120
	5.	80	10.	130

b. high school education without training in distribution	1.	$40	6.	$ 90
	2.	50	7.	100
	3.	60	8.	110
	4.	70	9.	120
	5.	80	10.	130

c. high school education with training in distribution	1.	$40	6.	$ 90
	2.	50	7.	100
	3.	60	8.	110
	4.	70	9.	120
	5.	80	10.	130

d. junior college graduate without training in distribution	1.	$40	6.	$ 90
	2.	50	7.	100
	3.	60	8.	110
	4.	70	9.	120
	5.	80	10.	130

e. junior college graduate with training in distribution	1.	$40	6.	$ 90
	2.	50	7.	100
	3.	60	8.	110
	4.	70	9.	120
	5.	80	10.	130

f. college graduate (four year) without training in distribution

1. $40 6. $ 90
2. 50 7. 100
3. 60 8. 110
4. 70 9. 120
5. 80 10. 130

g. college graduate (four year) with training in distribution

1. $40 6. $ 90
2. 50 7. 100
3. 60 8. 110
4. 70 9. 120
5. 80 10. 130

3. If an applicant's grades were available for your investigation, would grades affect your decision concerning the hiring or advancement opportunities?

a. Yes____________________

b. No ____________________

4. If a high school graduate applied for employment with your store, what job (s) would you expect the following students to be capable of filling, or would there be any differences in your mind?

a. "A" student______________________________

b. "B" student______________________________

c. "C" student______________________________

d. "D" student______________________________

e. "F" student______________________________

f. Grade makes no difference____________________

5. If three persons applied for employment with your store for the same job with the experience as listed below, which individual would you prefer if the information listed below is the only criteria used? (Rate the applicants from first choice to third choice or illustrate it makes no difference)

____________ a. person with no "on-the-job" experience in a distributive occupation

____________ b. person with "on-the-job" experience but not in a distributive occupation

____________ c. person with "on-the-job" experience in distribution

____________ d. no difference in decision making

6. If a high school student were pursuing a career in (interviewing student place objective here) ____________, what type and extent of education would you recommend?
____
____
____

7. If a high school student was interested in pursuing a career in ____
what courses would you recommend he include in his high school education? ____
____
____
____

GROUP PROJECT

A. Descriptive Title:
Employment Opportunities in the Insurance Industry

B. Objective or Purpose:

1. To become familiar with the various fields of insurance.
2. To become familiar with the broad scope of employment opportunities available in the insurance industry.
3. To identify the various skills required in the insurance industry.

C. Nature and Scope:

This is the first in a series of projects introducing the field of insurance. This project will introduce members of the class to the various types of employment opportunities available, and the skills needed, in the insurance industry.

D. Materials, Equipment and Resources:

1. A summary sheet which explains the various fields of insurance.
2. A film about employment in the insurance industry. A 16mm projector and screen.
3. Speaker and film evaluation sheets.

E. Pre-project Preparation:

This is an introductory project for the field of insurance and requires no prior knowledge of the field.

F. Step by Step Description:

1. Read and discuss the summary sheet.
2. Show the film about the insurance industry. Each class member should complete a film evaluation sheet.

3. Secure a speaker to explain the nature and scope of employment opportunities available and skills required in the life and health insurance field. Each class member should complete a speaker evaluation sheet.
4. Secure a speaker to explain the nature and scope of employment opportunities available and skills required in the casualty and surety insurance field. Each class member should complete a speaker evaluation sheet.
5. Have a panel of class members review the speaker and film evaluation sheets which were completed by each class member.
6. Have each class member select a job in the insurance industry of particular interest to the student and prepare a description of the duties, responsibilities, and requirements for the job.

G. Evaluation:

The panel composed of class members will critique the results of the project.

Evaluate the job description prepared by each class member.

Give a brief objective quiz covering the principle points brought out in the project.

GROUP PROJECT

A. Descriptive Title:
Making Change Correctly and Writing a Sales Slip

B. Objective or Purpose:

1. To develop skill through practicing the making of change correctly.

2. To develop the ability to properly compute state and local sales tax, and be able to read and use a tax chart in writing sales slips.

3. To develop skill in writing sales slips so they may be completed quickly and accurately.

4. To understand the importance of making change correctly as it affects customer relations.

C. Nature and Scope:

This project is designed to give a first year distributive education student the skill needed to make change correctly, write sales slips correctly, and compute the tax to arrive at the correct amount due from customers.

The class should be divided into groups of three. Each person in the group will take his turn in writing a sales slip for a pre-determined quantity of merchandise. This may be repeated until the student is proficient in the various functions.

D. Materials, Equipment, and Resources:

1. 5 (3x5) index cards per group--1 (3x5) colored index card
2. Cash box (or muffin tin)
3. Simulated money for each group
4. Booklet from National Cash Register Co.
   Tips on Making Change
5. Tax chart from your state
6. Sales books

E. Pre-Project Preparation:

1. Read Tips on Making Change. (teacher and student)
2. Review correct procedures for writing out sales check. (student)
3. Make enough sets of five merchandise cards so each group has different information. Each card would contain related merchandise items for a department. The following example will indicate the type of information needed. (teacher or student)
4. An answer card should also be prepared for each set of cards showing the correct totals, indicating the proper change, in amount and in proper units. (teacher)

Merchandise Card

Quantity	Type	Style	Price
1	Shirt	#143	3 for $10.00

Answer Card

Quantity	Style	Type	Price
1	143	Shirt	3.34
2	90A	Socks	1.00
List Other	Merchandise		---
		Sub-Total	4.34
		Tax	.16
		Total	4.50

Reverse Side

Give the cashier $10.00 Correct change - $5.00 Bill and one 50¢ piece. In areas where half dollars are not available use quarters.

F. Step by Step Description:

1. Each group is to select an acting customer, sales person and cashier.
2. The cashier will obtain money, salesbook, and merchandise cards from the instructor and set up the cash box according to correct procedure.
3. The customer will present the merchandise cards to the sales person who will prepare a sales slip for the intended purchase, making proper extensions, computing the tax, and total.
4. The sales person will state the amount of purchase to the customer, who will then present a sum that is larger than the amount of purchase. The sales person will then present the sales slip and the money to the cashier who will make change.
5. The cashier will make change and return it to the customer using correct procedures.
6. The customer will check change and sales slip received from the cashier with the answer card provided with each set of merchandise cards, discussing with the sales person and cashier any mistakes that may have occurred during the transaction.
7. The cashier will exchange cards with the instructor. Rotate roles and go through the procedure until each person in the group has developed skill in change making and sales slip writing procedures.

G. Evaluation:

Upon completion of each change making session the customer will evaluate the cashier and the salesperson using the following criteria:

1. Did the cashier state the amount of purchase out of the amount given?
2. Did the cashier put the customer's bill on top of the till until the correct change had been made?
3. Did the cashier make change in the smallest number of units possible?
4. When giving change back, did the cashier again call back the amount of sale out of the amount given?
5. Did the salesperson thank the customer for shopping with your store?
6. Did the salesperson compute the extensions, tax and total correctly?
7. Did the salesperson complete the sales ticket accurately and legibly?

The teacher will also use the above criteria in evaluating by observing each group of students, offering constructive criticism where necessary.

Each group of students will prepare a one-page summary outlining the contributions correct change making will have in developing good customer relations.

GROUP PROJECT

A. Descriptive Title:
Managing a Breakfast Bar

B. Objective or Purpose:

1. To gain practical experience in assuming responsibility by managing and operating a breakfast bar.
2. To learn the importance of keeping good records.
3. To become acquainted with the problems of choosing a resource for supplies.
4. To learn to deal with people on several levels: (a) customer (b) employee (c) businessman.
5. To give practical application to time-motion studies.
6. To develop skill in making change.
7. To become acquainted with health standards for food establishments.
8. To provide experience for training others.

C. Nature and Scope:

A group of 3 or 4 students will have complete charge of the breakfast bar for a period of at least 4 weeks. This 4 week period will give you time to solve problems that arise in ordering, delivery, service, and mechanics. It will also give you time to see a profit or loss picture develop.

D. Materials, Equipment, and Resources:

1. Example forms--can be changed if group desires
2. Cash register--or other means of caring for cash
3. Equipment--depending upon menu and local restrictions. Some suggested equipment: (1) grill or electric oven: (2) juice aerator and dispensor; (3) refrigerator; (4) coffee maker

E. Pre-project Preparation:

Conference with school administration; drills on the use of the cash register and making change; time and motion studies

F. Step by Step Description:

1. Decide on a menu--keep it simple
2. Determine resources for food and supplies considering these factors:
   a. cost/profit
   b. delivery
   c. quality and appeal
3. Make out an initial order for supplies and food. Consider the market and time available for selling.
4. Make out a time-work schedule for entire 4-week period.
5. Check on equipment necessary for good operation.
   a. Is it here? Can you get it?
   b. Is it in working order?
6. Make arrangements for a change bag for the first day.
7. At the end of each day's operation:
   a. Make out the day's financial statement.
   b. Make up the next day's change bag.
   c. Make up and place the next day's order; don't forget supplies as well as food; look at sales and left-overs.
8. Analyze each day's operation by asking yourself the following questions:
   a. Could time to saved? How?
   b. Would additional equipment make it more efficient?
   c. Did everyone work to capacity?
   d. Are you getting better at making change? What aspects of change making do you have to watch?
   e. Check the work schedule--does it need revision?
   f. Were there any customer requests and problems?
   g. Were there other problems?
9. At the end of each week make arrangements for paying bills--local situations will determine the method.
10. Sometime during the last week allow time for a conference with the incoming group to acquaint them with proceedings and possible problems to avoid.

G. Evaluation:

Students

1. Did the breakfast bar make a profit? If not, why do you think it failed?
2. Was it opened and closed on time every day? In other words did your time-motion studies work?
3. Were reports completed and neat?
4. Did you become more efficient in making change and operating the cash register?

5. Were good standards of cleanliness followed at all times?
6. Were there any problems with resources? What were they? With customers? How did you solve them?
7. Have your bills been paid?
8. What advice would you give the next group if not already stated in above questions?
9. What would you consider the most important thing you have learned as a result of this project?

Teacher Evaluation

Your best evaluation would be to ask yourself "How many times did I have to come to their rescue?"

Check all reports--these should be graded. Have conferences with each student on these evaluations (reports.)

Suggestions to the Teacher

1. Competition between groups could be set up if you see the value. If so, analyze the differences that might cause variations in sales, such as vacations, time of year, weather, other school activities.
2. This is a good suggestion for a money making project that would not compete with the school lunch program.. The students will have to be teacher-motivated as they will have to arrive at least 45 minutes to one hour before school begins.
3. Get students to make up time schedules and orders on their own even though you as the teacher, can see flaws in the first plan. Experience is best here. You have given them guidelines, let them find out the importance of details.

Sample problem that might evolve: What to do with left-overs?

GROUP PROJECT

A. Descriptive Title:
Preparation of a Resume for Job Application

B. Objective or Purpose:

1. To develop an appreciation for the use of the resume to gain employment.
2. To become familiar with your qualifications for a job.
3. To sort out important information pertinent to employment.
4. To develop skill by preparing a resume.

C. Nature and Scope:

This project is designed for you, a group of first year distributive education students.

The resume, letter of application, and application blank are deemed to be three different items. The completion of the resume is believed to be the first of the three items to be completed.

The basic skill competency in written communication is at the level of operational activities.

It is assumed you have had a unit on careers.

D. Materials, Equipment, and Resources:

1. Copy of a finished, professional resume on a transparency.
2. Copies of Your First Interview for the class. This booklet available free upon request from the New York Life Insurance Co.
3. Speaker from personnel department or employment agency.

E. Pre-project Preparation:

1. Students should have their social security number available.
2. Names, addresses, and telephone numbers of references should be available (obtaining permission.)
3. Students should have wallet size picture.
4. Read Your First Interview.

F. Step by Step Description:

1. Listen to resource person and take notes.
2. Select type of job for which resume is to be written.
3. Gather information about yourself in the following key areas which might be important to your job:
   a. Personal Information

      Name
      Address
      Age
      Height
      Weight
      Sex
      General Health

   b. Formal Education

      Schools Attended
      Dates of Attendance
      Area of Study

   c. Occupational Training

      Special Courses
      On-the-job Training
         Date
         Supervisor
         Place of Employment

   d. Activities (Church, School, Community)

      Honors
      Awards
      Clubs
      Community Service
      Hobbies

   e. Personal References

      Names
      Addresses
      Telephone Numbers
      Title or Relationship
4. Sort and analyze information to obtain the most pertinent information regarding the selected job area.
5. Organize this selected information into a format which you feel would be acceptable to a potential employer.
6. Edit rough draft for spelling, grammar, and format.
7. Type.

G. Evaluation:

Compare your typed copy with a finished, professional resume presented via the overhead projector. Make your corrections, retype, and submit to the teacher for his evaluation.

GROUP PROJECT

A. Descriptive Title:
Presenting Merchandise Through Window Display

B. Objective or Purpose:

To develop skills in applying the principles of light, color, line and design in displaying merchandise.

To create a window display, using the principles mentioned above.

To develop the ability of interacting within a group.

C. Nature and Scope:

This project will be carried on in the school laboratory or a teacher selected window in the business community, and will be planned and constructed in approximately one week.

The group will be composed of students having identical or related career objectives. The group will be composed of no more than 4 or 5.

This is at the 11th or 12th grade-preparatory level.

D. Materials, Equipment and Resources:

Utilize equipment and merchandise in the D.E. classroom, or from cooperating businesses. Local business people or a member of a professional display company will be used to rate the display. Utilize any available reference material such as Display World and text books.

E. Pre-project Preparation:

Students have had salesmanship, product knowledge, basic art principles, and show card printing. A presentation of the DECA display rating sheet or an adaptation should be given.

F. Step by Step Description:

1. Teacher selects the group.
2. Group selects a chairman.
3. Group decides on a window display theme.
4. * Group decides on materials and equipment needed, delegates responsibilities, and establishes a time table.
5. * Group completes the window.
6. Chairman submits a written report which will embody a compilation of student evaluation of each group member's participation in, and completion of, responsibilities.
7. After the evaluation by a selected professional, the group meets with the teacher to review the completed rating sheet.

* Indicates teacher check points

G. Evaluation:

1. There will be a grade (or points) given to each member of the group corresponding with the evaluation of the professional display person.
2. There will be a grade (or points) given, based upon the group chairman's report.
3. There will be a grade (or points) given, based on teacher-group discussion.

GROUP PROJECT

A. Descriptive Title:
Producing a Style Show

B. Objective and Purpose:

Your group will assume responsibility for * the organization and presentation of a men's style show, and actively participate ** in the steps involved in this project. Each member of the project group shall demonstrate[1] his ability to write creatively *** and speak effectively in the commentary portion. This project shall be presented in the classroom and shall be acceptable for a DE assembly program.[2] It shall be professional[3] enough to be presented to civic groups or used as a TV show.

C. Nature and Scope:

This shall be a bonafide showing of current and/or advance fashions in the classifications of sportswear, casual wear, business attire, and formal clothing for adult males. You are to involve students from the DE classes and faculty members.

D. Materials, Equipment and Resources:

DE display equipment and art materials; DE Dept. tape recorder; PA set; School Library: History of Fashion; local newspaper; national periodicals; television; participating merchants; DE class and school faculty.

E. Pre-Project Preparation:

The project group must have completed all of DE I and the Sales Promotion and Advertising units in DE II. (If History of Fashion, and the ordering and study of sample materials and information, was not covered in Product Knowledge, time should be allowed for this.)

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* Affective Domain 2.2.
** Affective Domain 3.2
*** Cognitive Domain 5.10

[1] Performance
[2] Extent
[3] Standards

(Illustrations from the Taxonomy)

F. Step by Step Description:

1. Research

Study periodicals and local newspapers for men's fashions. Compare with items offered in local stores. Observe TV advertising, observe men's clothes on TV programs (identify point of origin; i.e. West Coast, East, foreign.) Review product knowledge with emphasis on national men's wear companies and samples of materials and information about them. (This step should require no more than 3 days.)

2. Theme, Background, Time, Place, and Publicity

Select a theme for the presentation. Work up background--make props, scenes, arrange for music, arrange for publicity. Use display techniques and equipment; use public relation and advertising techniques. Your first showing is (date and time) in the classroom; the second showing will be (date and time) in the school auditorium. (Merchants, TV station, or civic group will set time and place for subsequent showings. All showings should be on the same date; a merchant will be glad to permit the fashions to be out of the store for one day, but may not like the idea of having them out longer. This is a difficult schedule but not impossible.) (This step should require no more than 3 days.)

3. Select models

Using your own knowledge and judgment of good appearance, select 8 or 10 models and gain their cooperation. These should be chosen from the DE class and young faculty. (1 day)

4. Contact merchants, enlist their assistance in providing fashions to be shown. Arrange a fitting time; have models present for fitting at merchant's convenience--this may mean "after hours." (1 day)

5. Have each group member write a format and commentary. Select the best parts of each paper and rewrite. Tape the commentary and submit it to the coordinator for suggestions and improvements, if necessary. Have each group member read a portion of the commentary on this tape and in the actual presentation. (Check point) (2 days)

6. Dress rehearsal (Check point) (1 day)

7. Presentations (1 day)

8. Return all merchandise, equipment, and materials to the sources or origin with expressions of appreciation. This shall be done on the same day as the presentations or no later than the following day.

   NOTE TO STUDENTS: You will note a total of 10 days required for the 8 steps; however, it is recommended that the group divide the responsibility and carry out some of the steps concurrently. (Also, the dress rehearsal need not include the actual merchandise if there is a time limit on how long you may use the fashion--a similar item from the model's own wardrobe will be adequate. This will allow time for you to make changes in commentary, timing, etc.) Props, scenes, background, etc., should be kept simple and portable; depend heavily on the display lighting equipment for effect.

G. Evaluation:

Student

Evaluate each other according to the following:

Did each member assume his share of responsibility?
Did the group function as a team?
Was the standard of performance of the style show professional?
Was the conduct of each group member business-like?
Did each member contribute to the writing of the commentary?
Did each member have a speaking part in the commentary?
Did each group member display confidence in himself?
In other members of the group?
How did you benefit from participating in this project?
Have you discovered a new phase of distribution?

Follow-up evaluation (to be made within two or three weeks:)

Has the project been presented on TV?
For a civic group?
For a participating merchant?

Did the participating merchants have any return (sales) as a result of your professionalism in showing the styles?
Were you proud to be asked to present this showing for agencies outside of the school?

Teacher

Using the student's evaluations determine if:
There were any behavioral changes in the project group.
To what extent?
Do they seem to display more confidence?
Did students take their responsibilities seriously?
Were all steps followed?
Was commentary correct as to grammar and diction and well-timed?
Did leadership qualities emerge?
Did the group work together in organizing and delegating responsibilities?
Did any particular student in the group show more ability than others in organizing details in persuasiveness?
Do these students seem to feel more at ease in the basic social skills after having completed this project?

H. Instructions to the Teacher:

1. The student is "on his own" in the refinement of social skills desired in this project; keep checkpoints at a minimum.
2. Give validity to students' efforts by contacting merchants before this project is assigned.
3. This project should be assigned to a small group of from three to six students.
4. This is a fast-moving project designed to bring out the best in a student's ability to master the social skills under pressure. About a week or ten days should be the time element.

NOTE: The term "adult male" shall be construed to mean that children's and boys' (elementary grade age) fashions shall be excluded from the showing.

The use of faculty members is recommended as a measure to determine if the project group possesses the social skill of persuasion.

If your DE department is not assigned an assembly program, this should be arranged by the coordinator prior to the assignment of this project. Other showings will be based on this date. If classroom facilities are not adequate, then this portion should be deleted.

Project students should instruct models using their knowledge from the personality and grooming instructions which they will have received in DE I. They may also use the advice of a professional person if they have not had specific items of instruction in posture, movement, etc.

If a request is made by an outside-of-school agency for a showing, the student may consider the performance "professional."

The organization and presentation or production using their social skills is the project; the style show is the activity vehicle. The project group should not be included in the models.

In evaluating the project, evaluate the results obtained by the group's skill in producing the style show--do not evaluate the style show in itself.

This project may be used for either male or female students, but the originators feel that young men need this additional training in social skill more than young women. There is a general opinion that young women tend to get very enthusiatic over a project of this nature, whereas young men are reluctant to try an activity of this type.

Sportswear shall mean individual participation sports clothing such as hunting, fishing, golf, etc. Casual wear should include slacks, sports shirts, Bermuda shorts, etc.; business attire should include suits, ties, hats, etc.; formal clothing should show dinner jackets, tux, etc.

GROUP PROJECT

A. Descriptive Title:

Product Information as it Relates to Customer Benefits

B. Objectives and Purpose:

1. To accumulate single product information from various sources in the community.
2. To evaluate the accumulated information in order to identify the important selling points and determine major features of this product.
3. To relate the merchandise information to customer benefits.
4. To compare merchandise information of competing items of the same product in order to determine how similar items are sold.

C. Nature and Scope:

This project is designed for 4-5 students in a D.E. class. and should be completed in one week. This project should include information as it is presented by the retailer, the wholesaler, the manufacturer, and the trade papers.

D. Equipment, Materials, and Resources:

1. Mail order catalogs
2. Manufacturer's specifications sheets
3. Merchandise information rating sheets
4. Trade newspapers and journals

E. Step by Step Description:

1. Select a product from at least two competing sources; i.e., 2 competing brands of the same product.
2. Each member of the group will accumulate information from one specific area:

Retail

Manufacturers

Wholesale

Trade Papers

3. Identify the business establishments in the community which handle the products you have selected and arrange for visitations.

4. Summarize the information which you have accumulated and present it to the group for evaluation.
5. In a group session list the product information on this merchandise rating sheet and determine the degree of importance.
6. In a group session, make a list of customer benefits.
7. In a group session relate appropriate merchandise information of all brands to each of the various customer benefits.
8. Analyze the competing items. Compare features and identify differences, similarities and advantages, of each item.
9. Organize a panel/debate presenting project results on two of the competing items, and present to the D.E. class.
10. Each member of the group should prepare a written report of the procedures followed, and learning experiences of the project.

F. Evaluation:

1. Each member of the group will rank the others as to their contribution to the project.
2. The class will evaluate the panel/debate presentation and select the product they would buy.
3. The coordinator will evaluate the written report of each individual.
4. The coordinator will evaluate the individual participation of the panel/debate presentation.

GROUP PROJECT

A. Descriptive Title:

Relating Advertising to Occupational Objectives
Through Community Resources

B. Objectives or Purpose:

To develop an awareness of the need of advertising representative of the students' occupational objectives.

To gather information by observation, personal interview, reading, and discussion.

C. Nature and Scope:

This project will be carried on in the school laboratory and in the business community. This will be a fact gathering survey and will be completed in approximately two weeks. The class is to be divided into groups according to Occupational Areas.

10th and 11th Grade Preparatory

D. Materials, Equipment, and Resources:

The teacher-coordinator will provide the students with resource listings including local businesses and reading references.

E. Pre-project Preparation:

The teacher will have provided and students will have studied background of the advertising unit including necessary vocabulary.

F. Step by Step Description:

1. Each student reads and makes brief notes of selected references regarding advertising in your occupational area.

2. Each student conducts at least two interviews with local businessmen in your occupational area and/or advertising agencies. Prepare a written report according to the following questions:
   a. What 3 main benefits does your business receive from advertising?

    b. What do your customers receive from advertising?
    c. What media do you use most often?
    d. What special programs do you provide for in your advertising plan such as seasonal, special events, etc.?
    e. What proportion of your total budget is allocated to Sales Promotion?
3. Each student observes at least three advertisements regarding your occupational area and should be prepared to review the benefits to the advertiser and the consumer.
4. Each group selects a chairman and compiles information for an oral report using the findings of steps one through three.

G. Evaluation:

Evaluation based on completeness of individual note cards on readings, interview questionnaires, and advertisement reviews, and the group reports. (Extra grade to chairman for oral presentation.)

Student evaluation will be their final oral and/or by class discussion.

GROUP PROJECT

A. Descriptive Title:
School Display Window Sales as a Club or Preparatory Class Project

B. Objective or Purpose:

1. To apply sales knowledge by selling to downtown distributive business owners or managers.
2. To display abilities of harmonious cooperation with businessmen and with fellow students.
3. To actively involve all preparatory students in a club activity.
4. To develop leadership, social and organizing skills of individuals in small group organization.

C. Nature and Scope:

This is an end-of-the-year activity for preparatory students to be completed in one week's time. At the end of the year the students will sell the school display window space and time for the next year to downtown businessmen. The cooperative class in the following school year will carry out the follow-up project--that of constructing the merchandise or service displays. This project makes the businessman more aware of the D.E. program. The sales experience will occur outside school on student time. Preparation and planning will occur in class.

D. Materials, Equipment and Resources:

1. Display window or area in a traffic area of the school.
2. Basic display materials, unless they can be obtained from the businessmen
   a. manikins.
   b. lights.
   c. backdrops.
   d. accessories.
3. A master schedule (example A) and a contract form (example B.)
4. Large tagboard calendar for recording of sales.

E. Pre-project Preparation:

The student must be able to apply the steps of the sale. He must have had experience in role playing of sales techniques. The student should have had prior experience with working in an organized group.

Prior to the beginning of the project, each student will evaluate each other in terms of personality traits necessary to carry out this project (leadership ability, cooperativeness, dependability, initiative.) Use a rating form (example C.)

F. Step by Step Description:

1. The students should organize themselves into small sales forces.
2. The DECA president or the teacher shall assign sections of the school calendar to the sales forces.
3. Each sales force assigns dates to each person in the force.
4. The chairman of each sales force assigns distributive businesses for each member to contact.
5. Implement sales techniques in making the display window sales.
   a. Stress the D.E. program and club.
   b. Tell the businessman that he will be invited to see his store's display in the school next year.
   c. Tell the businessman that he will be given a snapshot of the display.
   d. Tell the businessman that he will receive a printed schedule of all participating businessmen.
6. Each day, record the prior day sales on a master schedule by name of business.
7. Possibly, an award can be given to the first sales force completing its sales.

G. Evaluation:

1. After the completion of the project, the same evaluation should be done within each sales force.
2. The results will be compiled by the teacher and returned to the students so that they may see their rate of progress in these areas.

*3. A standard should be set for the number of sales contacts that should be made by each student.

*4. Report in class on your sales experiences. (orally)

H. Teacher Information Sheet:

A "fee or price" may or may not be charged to the business depending upon your individual situation. Local administration policy must be checked in regard to this. The learning outcomes are present in either case. Exercise extreme care in developing the schedule calendar for displays. "Sales personnel" should have specific dates that they may fill in as they make their sales. These students should also have specific businesses or areas of the city that they may sell in. This project results in the securing of a wide variety of merchandise for display plus the advantage of students not always going to the same store to borrow display merchandise. The teacher may determine the length of the display period to be sold (example: 1 week, 2 weeks, etc.)

Exhibit "A"

Display Schedule for Year 196- 6-

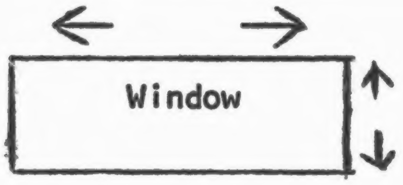
Week of:	Firm
Sept. 1	____________
Sept. 8	____________
Sept. 15	____________
—	____________
—	____________

Exhibit "B"

Display Agreement

The DECA Club of Southeast High School will display for a period of one week beginning ____(date)____, merchandise for ____(firm)_____. Articles to be displayed will be picked up on Thursday afternoon prior to the display period and returned on Friday of the display week.

COST__________________. THEME_________________.



Student______________

Firm ______________

Display to be designed
by DECA firm

(Circle)

Exhibit "C"

Personality Trait Evaluation Sheet

TRAIT	Excellent	Good	Fair	Poor	Other Comments
Leadership					
Cooperation					
Dependability					
Initiative					
Others					

INDIVIDUAL PROJECT

INDIVIDUAL PROJECT

A. Descriptive Title:
Add it Right, Ring it Right and Count it Right--
Checkout in the School Store

B. Purpose:

This project will help preparatory (junior retailing) students learn checkout procedure in the school store.

C. Objectives:

1. Reporting on time
2. Learning prices of common merchandise items.
3. Verifying change bank total.
4. Adding merchandise items in each sale mentally.
5. Determining sales tax from chart on register.
6. Computing amount due (merchandise total plus tax).
7. Calling amount received.
8. Placing money on register plate while inspecting for counterfeits.
9. Registering amount due.
10. Removing change from drawer by add-on method and counting to customer.
11. Thanking customer.
12. Taking register reading.
13. Preparing cash report.

D. Nature and Scope:
Nature

This project requires following checkout procedures in the school store.

Scope

1. Competency (matrix): marketing
2. Area of study: selling
3. Level of study: fundamental tasks

E. Materials, Equipment, and Resources:

1. Cash register
2. Change bank
3. Cash report blank

F. **Pre-project Preparation:**

1. Text and workbook study about change-making
2. Supervised classroom practice in change-making
3. Supervised classroom register practice
4. Classroom instruction in detecting counterfeits

G. **Step by Step Description:**

*1. Report to school store by 7:45 a.m. on assigned days
2. Learn these prices from student supervisor: paper; pencils; liners; pens; portfolios; report covers; steno notebooks; spiral notebooks
3. Get $10 change bank from instructor and count it
*4. Add merchandise items for each customer
*5. Determine sales tax on merchandise total from register chart
*6. State amount of sale to customer
*7. State to customer amount of money he gives you
*8. Examine bills for counterfeits
*9. Lay money on register ledge, testing coins for counterfeits
*10. Push down your register letter key
*11. Push number keys for amount of sale
*12. Ring, checking amount shown
*13. Using add-on method, remove correct change from drawer
*14. Repeat amount of sale and amount received
*15. Count change to customer, starting with lowest denomination
*16. Thank customer with a smile
*17. Place money in register and close drawer
*18. Repeat 4-17 for next customer
*19. Total register when instructor asks
20. Count money
*21. Prepare cash report

* Teacher check points

H. **Evaluation:**

On your last sales, did you achieve objectives 3-11, and sequence steps 4-17, correctly without instructor prompting?

Was your cash report even? If not, how much was your cash report over or short?

G. Teacher Suggestions:

1. Assign three students simultaneously to the school store to allow for absences.
2. Assign students in overlapping sequences so later assignees can learn stock under student supervision while you are instructing the first assignee in checkout procedure.
3. At the beginning of the school year assign each student two consecutive days so the entire class can have register training during the first two weeks.
4. For approximately the next four weeks instruct one student daily in the complete checkout cycle (See Step by Step Description.)
5. Assign four students daily in rotation for the remainder of the year for checkout review and retraining.
6. Assign previously trained students as supervisors to teach prices to new trainees.
7. Evaluate each student for Objective 1-13, using Step by Step Description 1, 4-18, and 21.

INDIVIDUAL PROJECT

A. Descriptive Title:
Analysis of the Operation of a Credit Department in a Retail Store - With Related Work Experience

B. Objective or Purpose:

1. To develop an overview of the total operation of a credit department by conducting interviews and making observations within the department.
2. To become better acquainted with the various functions of a credit department by completing a series of job analyses.
3. To become aware of human relation factors and skills which are necessary for the effective operation of a credit department.
4. To identify the materials, equipment, and supplies normally used in operating a credit department.
5. To identify the ideal location and layout of a credit department.
6. To analyze the costs of maintaining a credit department.
7. To critique the information gathered in meeting the stated objectives.
8. To prepare for, complete, and evaluate work experience within a credit department.

C. Nature and Scope:

This project is designed to provide an in-depth training experience for a 12th grade project-laboratory student with the following qualifications:

1. One year of 11th grade D. E.
2. A mid-management career goal.
3. A prospective marketing co-op at the community college.
4. A genuine interest in retail credit - its procedures of operation and its job opportunities with a department.
5. A desire to attain some work experience in a credit department.

The project should encompass approximately 6 weeks, including work experience, and it is one of a series of projects concerning various department functions of the distributive occupations.

D. Materials, Equipment, and Resources:

1. A 3 x 5 card file with index cards.
2. Graph paper for charts and layouts.
3. A large notebook.
4. Letter size manila folders.
5. Option - camera.

E. Pre-project Preparation:

1. Review credit information previously studied, i.e. unit notes, texts, booklets, films, etc.
2. With the assistance of the project coordinator in several conference sessions, design an overall plan for completing the project. This plan should include:
    a. A time schedule.
    b. Various forms needed for accumulating information:
        - job analysis form
        - interview plan and questions
        - work-flow chart
        - human relations evaluation sheet
        - inventory sheet
        - operating cost summary sheet
        - work experience daily summary sheet
    c. Checkpoints for progress evaluation.
    d. A format for a written final report.
    e. Evaluation procedures.
3. The project coordinator should secure a project training station in an appropriate credit department of a local store. He should make all necessary arrangements with the employer, the project trainee, and the school regarding the responsibilities of each in completing the project. This information should be incorporated into a project training plan.

F. Step by Step Description:

1. Interview the credit manager for an orientation to the department.
2. Complete a job analysis for each job in the department. Include job duties, responsibilities, and requirements, and a typical day's work. Prepare a work-flow chart.
3. Observe and list the human relation skills used in effectively operating the department.
4. Complete a descriptive inventory of the following items - (include samples when appropriate.)
    - equipment
    - materials and supplies
    - forms and form letters
    - reports

5. Write a description of the appearance and the location of the department within the store and sketch a layout.
6. Determine the costs of operating the department.
7. Analyze the information accumulated and identify strengths and weaknesses. Include suggestions for improvement.
8. Identify areas of potential work experience and complete the work experience according to the project training contract.
9. Write a summary of each day's work.
10. Re-evaluate all information gathered to this point in light of your work experience. Also adjust strengths, weaknesses, and suggestions which were identified in step 7.
11. Prepare the final report according to the format explained under preplanning.
12. Take pictures and/or slides of appropriate aspects and activities of the project and include them in your final report (Optional)
13. The project trainee should write thank you notes to all those involved with the project.

G. Evaluation:

1. Evaluation by the project coordinator and the project trainee should be done throughout the entire work period according to the checkpoints devised in the pre-preparation for the project.
2. The project trainee should do a self-evaluation on the project.
3. The project coordinator should evaluate the written final report.
4. The employer (credit manager) should evaluate the student's work experience on a rating sheet provided by the coordinator.
5. The project trainee should be given a combination oral/written test devised and administered by the project coordinator and/or the credit department manager.

INDIVIDUAL PROJECT

A. Descriptive Title:

An Analysis of Your Place of Employment As An Aid in Choosing a Career Goal

B. Objective or Purpose:

To acquire an understanding of the organizational structure of your place of employment and an appreciation for the level of performance expected as an aid in finding your place in a distributive occupation.

C. Nature and Scope:

This project is designed for an individual in his senior year in the cooperative training plan to assist him in becoming as familiar as possible with his place of employment and with himself as an employee. It provides an organized plan for becoming acquainted with the place of employment and many of the management level employees. Since it is on this level that the demands and challenges are greatest, the aggressive employee may become much better informed by reading business magazines and appropriate trade journals. Reading the daily newspaper to discover news items pertinent to the store or employees, and to know what is being advertised, should become routine.

Applying for employment is a continuous process and does not end when the applicant becomes an employee. As the store is being analyzed, so is the employee by both the employer and the employee himself.

This project may be completed in a month; but the satisfactions will be increased if up to a semester is used, preferably during the second half of the year. The size of the store, the individuals involved in the analysis, and the trainee are some of the variables.

D. Materials, Equipment, and Resources:

1. Textbooks on retailing and merchandising
2. Business magazines
3. Trade journals
4. Management Aids for Small Manufacturers. (SBA) No. 46, September 1966, 3 copies
5. Store brochures and pamphlets

E. Pre-Project Preparation:

1. Read chapters or sections of textbooks dealing with store organization.
2. Select at least one business magazine and a trade journal that you will read regularly.

F. Step by Step Description:

1. Prepare a store organization chart based on examples given in texts, showing the departments and listing the functions of each.
2. Secure an organization chart from your employer; if one is not available, ask for help in developing one including names of the individuals in charge of each area.
3. Select sections of the rating scale included in Item 4 under Materials, Equipment, and Resources which are applicable to a retail business and analyze the store independently.
4. Interpret your analysis to your coordinator.
5. With the help of the store manager or such individuals as he suggests, complete a second copy after a lapse of a week or two.
6. Compare the two and complete a third copy which is your final analysis.

G. Evaluation:

1. Write a summary of your analysis. What are the store's strong points? What are the weak points?
2. What suggestions, if any, would you make on how to improve the organization or to increase efficiency?
3. What position in this field would you hope to reach within five years? How? If none, why not?

3

INDIVIDUAL PROJECT

A. **Descriptive Title:**
The Analyzation of Automatic Merchandising As Compared to Good Old-Fashioned Salesmanship

B. **Objective or Purpose:**

1. To become acquainted with the area of automatic merchandising.
2. To compare automatic merchandising with good old-fashioned salesmanship.

C. **Nature and Scope:**

This project is designed for you to make a study of vending machines as compared with personal salesmanship. When you have assimilated the information in that area, you should be able to compare both good and bad points concerning automatic merchandising as they relate to the human element in salesmanship.

D. **Materials, Equipment and Resources:**

1. Various publications and books
2. Downtown merchants

E. **Pre-project Preparation:**

Review the various human elements in personal salesmanship.

F. **Step by Step Description:**

1. Read the publications and/or books available regarding automatic merchandising.
2. Make appointments with several downtown merchants to discuss automatic merchandising versus salesmanship and take notes concerning your discussion.
3. Incorporating your notes with your knowledges, beliefs, and viewpoints, write a report dealing with the pros and cons of automatic merchandising and salesmanship. Include in your report such things as background information on automatic merchandising, geographic areas and merchandise areas where it is most prevalent, and loss or gain of profit or business due to automatic merchandising.

4. After proof-reading carefully, correct your errors and type a final copy.
5. Make arrangements for one or two of the merchants with whom you spoke to evaluate your report. Provide paper for their comments. Give your report to your instructor for evaluation.

G. Evaluation:

You should have displayed some knowledge of automatic merchandising with the various ways in which it compares to personal salesmanship in the realm of your report.

INDIVIDUAL PROJECT

A. Descriptive Title:
The Art of Gift Wrapping

B. Objectives or Purpose:

1. To appreciate the value of customer service and relations through effective gift wrapping.
2. To recognize the importance of neat, distinctive, and creative gift wrapping.
3. To recognize that gift wrapping can be done economically.
4. To develop the skill of efficient and rapid gift wrapping.

C. Nature and Scope:

This activity may be of interest to any student planning to enter a business engaged in selling merchandise that might be gift wrapped.

D. Materials, Equipment and Resources:

1. Booklets on giftwrapping provided by Tie-Tie, Three M's Co. Hallmark, etc.
2. Color wheel or books on the use and combinations of color.
3. Assorted gift wrapping paper or basic white wrapping paper.
4. Boxes in various sizes and shapes.
5. Assorted widths and types of gift wrapping ribbons.
6. Scotchtape and scissors.

E. Pre-project Preparation:

No preparation in particular is necessary other than a desire on the part of the student to learn to gift wrap efficiently. A background in art and design might be helpful but not necessary.

F. Step by Step Description:

1. Arrange to visit the gift wrapping department of several stores.
   a. Carefully observe sample wrapped packages on display.

    b. If possible, visit briefly with gift wrappers in regard to supplies available, limitations, or charges for wrapping.
    c. Ask permission to watch wrapping for a short time.
    d. Ask yourself if there seems to be a relationship between the image of the store and its gift wrapping.
2. Review materials on the use of colors--unusual and pleasing color combinations.
3. Prepare a chart showing all special days or occasions for which gifts might be given and the most suitable color combinations for each occasion.
4. Practice wrapping packages of varying sizes and shapes.
    a. Place package on paper to avoid waste.
    b. Hold paper firmly to make package smooth.
    c. Make neat, square folds on ends of package.
5. Make a basic bow according to instructions.
6. Put ribbon and basic bow on one or more packages.
7. See how many variations can be made from basic bow.
8. Select several attractive packages for a bulletin board or window display.

G. Evaluation:

Student

To be able to wrap a package that is attractive, distinctive, and economical--one that the student would be proud to present to a customer.

Teacher

To make careful evaluation of all wrapped packages. Are they well done and do they reflect good choice and use of materials?

INDIVIDUAL PROJECT

A. **Descriptive Title:**
Can You Sell The Product?

B. **Objective or Purpose:**

1. To develop the selling skills necessary for job success.
2. To be able to get and hold customer's attention.
3. To develop skill in arousing the customer's interest.
4. To be able to present merchandise effectively.
5. To develop skill in winning customer conviction.
6. To be able to get action.

C. **Nature and Scope:**

You have completed your merchandise manual and should be informed about the benefits as well as other information about your product. It should be your desire to sell the product to a customer.

Selling products is more than just placing them in the customer's hands and ringing up the sale. Instead, selling is an art or skill which you must master before you can be successful. Your product is for sale. Can you make the close?

D. **Materials, Equipment, and Resources:**

1. Tape recorder
2. Three sales demonstration rating forms
3. A product and related product
4. Sales check

E. **Pre-Project Preparation:**

Review units on techniques of selling, paying special attention to the five steps in a sale.

F. **Step by Step Description:**

1. Observe a sales person selling the same product that you have selected in your merchandise manual.

*2. Report your findings in written form on the following:
   - a. What type of approach was used?
   - b. Were the customer's needs and desires determined?
   - c. How was merchandise presented?

d. What objections were raised and what method was used to handle them?
e. Was the close timely and effective?
f. Was there any other pertinent observation?

*3. Bring an individual with experience in selling your product into the classroom. This person will serve as the customer.
4. Secure the salescheck from the store.
5. Tape the sales demonstration making sure your selling techniques include the five steps.
*6. Listen to the replay of the demonstration.

* Teacher check points.

G. Evaluation:

The evaluation will be done by three people: the student, experienced salesperson, and teacher-coordinator. With the use of the tape recorder and sales demonstration rating form, evaluation will take place by the above three people. If the student has trouble with certain steps of the sale, the salesperson and teacher-coordinator will demonstrate correct technique.

INDIVIDUAL PROJECT

A. Descriptive Title:
Choosing a Career Objective

B. Objective or Purpose:

1. To become acquainted with the different occupational areas in marketing, and the opportunities available in terms of security and financial remuneration.
2. To determine an area of general vocational interest.
3. To select a clearly stated career objective in terms of your interest, and the development of a tentative plan to reach the objective.

C. Nature and Scope:

The project is prepared for beginning Distributive Education students. Students will review the distributive occupations selecting a general area of vocational interest, and investigate the area choosing a career objective. The career objective is to serve as a basis for planning future projects.

D. Material, Equipment, and Resources:

1. Occupational Handbook
2. Dictionary of Occupational Titles
3. Trade Journals
4. Counseling Center
5. Speaker: Retail Merchants Association, or
6. School Vocational Counselor

E. Pre-project Preparation:

Read text material entitled "Jobs in Distribution."

F. Step by Step Description:

1. Listen to the resource person invited to speak to the class. Take notes.
2. Meet with your counselor and discuss your levels of ability and your interest pattern as indicated by appropriate test scores.
3. Investigate all possible areas of vocational interest.

4. Analyze information and facts you find and select a general area of vocational interest, and a career objective. (This may be tentative and can be changed at a later date upon counseling with your teacher.)
5. Outline the qualifications necessary in your selected career, and compare them with your present qualifications. Use both personnel and technical qualifications.
6. Interview someone from the area of your career objectives. Prepare notes from this interview and submit them to your instructor at the completion of the project.
7. List the qualifications you lack in order to be prepared to enter the field of your desired career.

G. Evaluation:

The teacher and the student will meet and discuss the student's objective in terms of:

1. How realistic
2. Present knowledge
3. Scholastic ability
4. Interest
5. Desire

If the objective is acceptable to teacher and student, then they will work cooperatively in formulating a plan for the realization of the career goal. This plan will then be used throughout the course to guide the students' activities.

INDIVIDUAL PROJECT

A. Descriptive Title:
Construction of A Sales Letter

B. Objective or Purpose:

1. To develop skills in written communications by applying these principles to the construction of a sales letter.
2. To develop skills in applying the principles of salesmanship in the construction of a sales letter.
3. To create a sales letter using these principles.

C. Nature and Scope:

This project will be carried on in the school laboratory and will be completed in two days. You shall construct a sales letter with your career objective in mind.

D. Material, Equipment, and Resources:

It is assumed that the student shall have pens, pencils, and paper.

E. Pre-project Preparation:

The student should have had instruction in the Principles of Salesmanship and of Written Communications.

F. Step by Step Description:

1. Select a product or service with your career objective in mind.

*2. Decide on the content of the letter with your knowledge of the selling points of your product or service.

3. By applying sales techniques, decide on the content of the letter by determining what will create attention, interest, desire, and action.

*4. By applying written communications techniques together with the content to be included, construct a sales letter, making sure it is neat and readable.

G. **Evaluation:**

Because you are required to construct a sales letter, keeping the content, actual construction, and appearance in mind: a grade or points will be given on how you mastered these areas.

1. Did the selling points reflect the product?
2. Were the selling points in logical order?
3. Did the letter create attention, interest, desire, and action?
4. Was the letter grammatically correct?
5. Was the letter neat and readable?
6. Finally, did the letter get the sales message across?

* Teacher check points.

H. **Instructions to the Teacher:**

This project can be carried out at either the 11th grade Preparatory or 12th grade Cooperative level. It is intended to be a basic skills task that develops both selling skills and written communications.

INDIVIDUAL PROJECT

A. Descriptive Title:
Creating Hand-Lettered Showcards That Sell

B. Objective or Purpose:

As a result of this project, you should:

1. Determine to what extent hand-lettered show cards are used in stores.
2. Create neat, attractive, and distinctive show cards that will sell merchandise, using Speedball and Coit's pens.
3. Develop an interest in improving the skill and style of hand-lettering.

C. Nature and Scope:

It is generally recognized that show cards are "silent salesmen" that are on duty whenever a prospective customer is within sight. They convey a selling message to the customer, attracting attention, stimulating interest, creating desire, and inducing action. This project will give you an opportunity to create show cards for an actual display used in a local store of your choice. Allow yourself enough time for practice which will give you a degree of perfection in hand-lettering.

D. Material, Equipment, and Resources:

The following will be available to you:
- An assortment of Speedball and Coit's pen points of various types and size.
- A supply of India ink and show card ink in various colors.
- Practice sheets, rules and unruled.
- A supply of poster board (4 ply or 6 ply).
- A copy of Speedball Textbook, by Ross F. George.
- The filmstrip: Put Your Best Hand Forward in Lettering.
- Equipment for viewing the filmstrip.
- Model lettering for use on mimeoscope.
- Mimeoscope.
- Wall charts on lettering.
- Mimeographed materials developed by the instructor showing the principles of proper spacing and layout.
- Examples of good hand-lettered showcards obtained from local businesses, the school art department, or developed by the instructor.

E. Pre-project Preparation:

A unit on show card lettering should precede the project. In this unit, the use of showcards as a promotional device should be stressed, the basic fundamentals of show card lettering taught, and the individual creation of show cards encouraged.

F. Step by Step Description:

1. Visit local retail stores related to your occupational objective, observing the types of show cards used in windows and within the store.
2. Fill out a survey sheet on each store you visit. The survey sheet includes the following information;
   a. Name of store
   b. Date of observation
   c. Were the showcards:
      - mechanically printed?
      - hand-lettered with: pencil; Speedball pen; Coit's pen; crayon; felt-tip pen; brush; other?
   d. In your opinion, how could show cards used be more effective in communicating a selling message to the customer?
3. Without any help or use of reference material, use the Speedball pen to construct a 7" x 11" show card for a store and product of your choice. Write your name and date of completion on the back of the card.
4. Using all the materials available - pens, paper, Speedball Textbook, wall charts, practice sheets, etc. - practice hand-lettering. Remember - practice makes perfect; so practice until you're satisfied with the results. Compare your work with model on mimeoscope.
5. Practice lettering "Selling Sentences," keeping in mind proper spacing between letters and words.
6. Go to a store of your choice, contact the manager, and explain that you would like to make a show card for an interior display in his store. Find out what product he would like to display, and when he would like the show card(s). Obtain necessary information such as product features, price, etc. Determine number and size of show card(s) and date needed.
7. Construct showcard(s) required for the display.

8. Deliver show card(s) to store owner for approval. If not satisfactory, make necessary changes and install card(s).
9. At a later date agreed upon with the store owner, check on sales of product sold from display using your show card(s). Obtain statement (preferably written) from the store owner giving his opinion on the effectiveness of your show card(s).
10. Repeat step #3 with the same message used on that card. This time do your best using all materials available.

G. Evaluation:

How many stores visited at the beginning of this project used hand-lettered showcards?
In how many cases of hand-lettering could you do a better job than those viewed?
In comparing your first and last show cards, how did you show improvement?
Did your show card(s) help sell the product?
How did you benefit as a result of doing this project?
How do you plan to use what you've learned about show card lettering?

H. Instructions to the Teacher:

Hand-lettered show cards that are well done get favorable attention from prospective customers, particularly if most stores use mechanically printed or poorly done hand-lettered cards.

This project should develop:
a. Marketing competency in sales promotion------
b. Basic skill competency in written communication----
at the fundamental task level, as related to hand-lettered show cards that sell.

If the talents of an art instructor or the facilities of an art department can be used in teaching the unit or conducting the project, the student(s) may gain more from it.

Evaluate the student in terms of progress made during the course of the project in letter formation, uniformity, spacing, balance, layout, emphasis (use of color, line, design), and neatness, and ability to follow directions.

The "Speedball Textbook" may be obtained locally in an office supply store or directly from the Hunt Pen Company, Camden, New Jersey. Cost: $1.25.

The filmstrip, "Put your Best Hand Forward in Hand-Lettering," may be obtained from the Hunt Pen Company. Cost: $2.50.

Wall charts on lettering may be obtained from the Hunt Pen Company free of charge.

INDIVIDUAL PROJECT

A. Descriptive Title:
Developing a Letter of Application and a Personal Data Sheet to be Used in a "Mock" Job Interview

B. Objective or Purpose:

1. To become familiar with the basic steps an individual must complete in order to secure a successful job interview.
2. To develop an understanding of the basic qualities employers look for in their employees.

C. Nature and Scope:

You as a senior student in project DE will soon be applying for a job where you may pursue your career objective. To obtain this type of employment it will be necessary to do more than walk into a Personnel Director's office and say, "Here I am! When do I go to work?"

Instead you will have to sell yourself to your interviewer in terms of what you can do for him!

A prerequisite for the particular job interview you are seeking will be a letter of application and a personal data sheet. From this you will gain fundamental skills in preparing these two documents in a "mock" interview that will be performed by a member of our advisory committee, who will handle you just as he would anyone interviewing for a job in your career objective area.

The time limitation on this project will be two weeks.

Basic Skill Competency - Oral and written communication
Fundamental task - cognitive Domain level 1.31

D. Material, Equipment, and Resources:
Student

1. Review chapters in Business Writing on "Effective Application Letters" and "Personal Data Sheets." Review booklets on grooming.

Teacher

2. Select a member of the Advisory Board Committee and invite him to conduct the "mock" interview.

E. Step by Step Description:

1. Prepare a letter of application for a job opening in your career field (use guidelines in the Business Writing text.)
*2. Prepare a Personal Data Sheet, again using the guidelines in the Business Writing text (covering areas such as personal, previous work experience, references, educational level.)
3. Mail these to the Advisory Committee Board member for an appointment for the job interview.
4. You will report to the interviewer's office at the time and date he sets for you. Be sure to note carefully the type of questions asked and what he seems to be most interested in concerning you and your background.
5. Upon return you will prepare a paper on the various aspects which you feel have been most helpful to you of drawing up a letter of application and a personal data sheet, and being involved in an actual interview.

* For example, did you know that employers are interested in your hobbies as well as work experience or that unusual questions may come up during the interview?

F. Evaluation:

One half of your grade will depend on the quality of your written paper and the insights you feel that you've gained as to what employers look for in their job applicants.

The other half of your grade will depend on the impression you make during your actual interview (such as: quality of preparation in letter of application and personal data sheet, clearness of expression, dress, neatness, and so on.) This material will be related to the teacher by the Advisory Committee member who interviews you.

INDIVIDUAL PROJECT

A. **Descriptive Title:**
Do you Really Know Your Product?

B. **Objective or Purpose:**

1. To master the terms associated with your product.
2. To become familiar with the trends in your product's development.
3. To distinguish between the varieties that exist in the product line.
4. To recognize why product knowledge is important in selling.

C. **Nature and Scope:**

Product knowledge will give you confidence as a salesman and will greatly increase your chances of promotion because you will be a better sales person. This project is designed to give you facts and information about the product with which you are concerned. You will later apply this information to the fundamental tasks involved in your career objective. The information you obtain will become part of your DECA merchandise information manual.

D. **Materials, Equipment, and Resources:**

Use any written materials available in the school. Write letters requesting information from manufacturers, institutes, and large retail stores. Visit local stores to obtain information from managers and employees.

E. **Pre-project Preparation:**

To save time, send request letters well in advance of the project due date. Be able to use a role playing technique in a sales demonstration. You may approach this from either the wholesaling or retailing viewpoint.

F. **Step by Step Description:**

1. Gather information in the form of notes or note cards.
2. Arrange information logically and incorporate it in a rough draft. You may wish to use an outline. Have draft checked by teacher.

3. Prepare a final copy, using the guidelines for term papers that have been established in your D.E. class.
4. Give a sales demonstration in class. This demonstration should show that you can apply your new knowledge to a sales situation.

G. Evaluation:

Your work will be evaluated by the following criteria:

1. How thoroughly you covered the product.
2. How well you applied the knowledge in a classroom sales demonstration.
3. How well the information you presented can be related to a merchandise information manual.

INDIVIDUAL PROJECT

A. Descriptive Title:
Evaluating Customer Relations in Handling Customer Complaints

B. Objective or Purpose:

To gain an appreciation and understanding of the necessity for good customer relations in the handling of complaints.

To recognize the importance of good human relations and empathy in handling customer complaints.

To recognize that poor handling of customer complaints can be detrimental to business.

To provide an opportunity for actual observation of handling of customer complaints in a department store.

C. Nature and Scope:

This project will be of interest and value to all students who are working directly with the public. It is applicable to all types of business. You will have an opportunity for actual observation of handling of complaints. You will have a chance to evaluate how effective you feel your voice and tone would be on the customer.

D. Materials, Equipment, and Resources:

1. "Your Attitude Is Showing" by SRA.
2. "Personality and Human Relations" by Sferra.
3. Any texts the teacher may have available with units on customer relations.
4. A tape recorder and tape.

E. Pre-project Preparation:

The class will have studied a unit on customer relations. They will have listened to a speaker from the customer services department of a local store.

The class will have used role-playing as a method of practicing the handling of complaints, showing the proper and improper methods. Be sure to review the six general principles for handling claims. Make arrangements with a businessman for the student to visit the customer service department.

F. Step by Step Description:

1. Review materials on customer relations and reread "Your Attitude Is Showing."
2. Tape record your voice, saying various statements including the following. Analyze the effect on the customer by changing the tone of your voice.
   a. I can understand your displeasure.
   b. That's quite possible.
   c. Did you follow the instructions carefully?
   d. What seems to be the problem?
3. Make a list of possible complaints and the manner in which you would answer or handle them.
4. Make arrangements to and visit the store where you are to observe.
5. Compile a list of complaints which the store personnel had to handle.
6. Compile a list of the reactions of the customer and whether the customer appeared satisfied when he left.
7. If the customer was satisfied, why or why not?
8. Write a 250 word essay on the necessity of good customer relations and the beneficial and detrimental effects of handling customer complaints properly or improperly.

G. Evaluation:

The student will have an opportunity to evaluate the effect of voice tone and facial expression upon the customer. He has the opportunity to evaluate his own idiosyncrasies and determine for himself whether he has the temperment needed for working in the customer services department.

The teacher will gain most of his information for evaluation from the student essay and personal conference with the student.

H. Suggestions to the Teacher:

This project can be used with any student and possibly a small group. It is recommended for individual work, however. It has proved to be very useful with students who tend to be outspoken and less than tactful on some occasions. It is necessary to make arrangements with the store manager ahead of time so he can plan for the visit.

INDIVIDUAL PROJECT

A. Descriptive Title:
Exploring Occupational Choices to Determine
Career Goals

B. Objective or Purpose:

To analyze an occupation in which you are interested in pursuing to determine if it meets the criteria you will demand for your career in distribution.

1. To analyze the personal qualifications, such as personality factors and physical requirements, needed to succeed in the field; and compare these requirements to your own attributes.
2. To determine the educational requirements of your career goal to enable you to plan your education accordingly.
3. To evaluate working conditions and facilities by touring established businesses in the field which will enable you to be better oriented to the occupational layout.
4. To examine the opportunities for advancement, both in responsibility levels and salary, within a career field by examining literature and interviewing people already established in your selected field.

C. Nature and Scope:

To gain the maximum benefit from the first year Distributive Education class, you must identify the occupation you think you want to pursue.

By exploring the personal and educational qualifications, the working conditions, and the opportunities for advancement in a chosen field, you will gain the information needed to decide if this is really the field in which you wish to concentrate. Remember, it's just as important to find out early that your interests and aptitudes do not match those of the tentative occupation as it is to find out they do.

This project may be repeated until you have inventoried the career interest that best meets your interests.

D. Materials, Equipment and Resources:

1. Careers (book provided free by New York Life Insurance Company)
2. Occupational Outlook (Handbook)
3. Dictionary of Occupational Titles
4. Career materials gathered from the counselor's office

E. Pre-project Preparation:

1. Decide what occupational field you want to investigate.

F. Step by Step Description:

1. Compare, in writing, your personal qualifications with those required by the occupation, using the reference materials provided. Include both physical and personal requirements.
2. Using reference materials, determine the following items concerning the educational requirements:
   a. number of years of education needed
   b. field of specialization
   c. specific courses needed (if any)
   d. special skills needed
3. Determine, in writing, what questions you have about the occupation which have not been answered in the reference materials.
4. Obtain an interview with a successful businessman in your field and discuss the questions prepared on the occupation.
5. Observe the working conditions while at the place of business and write up your observations when you return to the classroom.
6. Proofread and write up project and hand it in to your instructor.
7. Write a thank you note to the businessman for giving you his time and ideas.

G. Evaluation:

At the completion of the project, discuss the information gathered with your instructor. Evaluate the information and decide if your interests match the career you have elected to study. It is most important that you be satisfied with your career area as it will be the basis of future projects throughout the year.

Your instructor will evaluate your project on the basis of the effort you have put forth and the reflective thinking on careers you have shown in writing the project.

INDIVIDUAL PROJECT

A. Descriptive Title:
Filing Your Income Tax Return(s)

B. Objective or Purpose:

This is to give you an acquaintance with * the responsibility in your obligation to file an official document.[1] You should acquire an understanding ** of tax forms and develop a knowledge of *** the document's format. All taxpayers must have their returns postmarked by midnight, April 15. Your willingness to comply **** with this national and state law[2] will indicate your continuing desire to develop ***** your personal maturity, professional growth, and citizenship. A refund should result.[3]

C. Nature and Scope:

This is not the completion of a class or school paper--this is the execution of an offical, legal document which will remain on file in the records of the Federal Bureau of Internal Revenue and the State Revenue Office. This is a permanent file which will remain open all of your life. This is on personal income only.

D. Materials, Equipment, and Resources:

Federal and State Tax Guides for current tax year; proper form(s); Social Security Card (or number); form(s) W-2 from employer(s); DE Dept. Adding Machine; DE Dept. typewriter; fountain pen (no ball point, please!); carbon paper; copy of return for prior year (if any); Post Office; Internal Revenue Service.

E. Step by Step Description:
Research

1. Study Tax Guides with particular attention to regulation applying to students.

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*	Cognitive	Domain	1.12
**	"	"	1.11
***	"	"	1.31
****	Affective	"	2.1
*****	"	"	3.1

[1] Performance
[2] Standards
[3] Extent

Assemble forms

2. If necessary, obtain forms from Federal and/or State Building or Post Office.

Assemble Personal Information

3. This includes your social security number and forms W-2.

Work Copy

*4. Use one each of the blank forms and fill in these forms in pencil. These are work copies--change, erase, and alter as necessary, but work copies must be legible at completion.

Complete forms

*5. Using work copies, fill in original and one copy of the federal and state forms, copying from the work copy; make proper attachments; attach "employee's copy" to carbon copy. Sign your forms, using your legal name as it appears on your social security card.

6. Mail signed original copy with attachments. Keep carbon copy and "employee's copy" of attachments in a permanent file.

* Check points

F. Evaluation:

Student (to be made after sufficient time has elapsed for refund check to be received):

Was form returned for any reason?
Was refund made?
Was refund the same as the amount on your return?
Do you understand that this is to be done each year for the rest of your working years?
Do you understand that once you have filed an income tax return that you must file one each year whether you have income or not?

Teacher (Same as above, plus)

Is student aware of the reasons for filing tax returns?
Did IRS fill out the student's form?

G. Instructions to the Teacher:

1. This project should be assigned to all* co-op and project DE students. It is probable that project students will have had some taxable income within the tax year.
   *(11th and 12th grades)
2. All returns should be mailed by the students after the coordinator has checked each return for: completeness (in filling out the form), attachments, and correctly addressed and stamped envelope.
3. In the event that a student did not have reportable income, issue a "dummy" W-2 with fictional income, deductions, etc. Have all documents used in project for the non-income student clearly labeled "for instructional use only." These returns (non-income student's) should be enclosed in an unstamped envelope addressed to the DE instructor.
4. This shall not be assigned before February 1, or after April 15.
5. This is not a "simulated work experience" in the professional sense; that is, the work laboratory is the classroom or home. However, the student will learn professionalism if filling out a legal document.
6. Time: Allow two to four days for this project.
   Note: The symbol "(s)" is used in the title because there are some states that do not require the filing of a state income tax form. In such states, only the federal income tax form will be used.

This is a "required" project or the coordinator (particularly the co-op coordinator) should feel the need to refer the student to the IRS for the refund of tax paid on earnings up to $900.00 If the project is not assigned, or the student is referred to the IRS, the coordinator may be sure that the students will request the coordinator's individual help!

INDIVIDUAL PROJECT

A. Descriptive Title:
How to Prepare for and Participate in a Job Interview

B. Objective or Purpose:

1. To develop a basic knowledge of personal job preparation.
2. To learn the techniques of completing various forms necessary to job application.
3. To become familiar with the correct procedures of a job interview.

C. Nature and Scope:

You should learn the necessary procedures in applying for a job which everyone will probably do at some time in his life, and the techniques of how to do it could be beneficial.

The preliminary activities of writing letters of application, completing job application forms, and writing resumes can be accomplished in a classroom situation.

The actual job interview will be conducted by a qualified interviewer (businessman, coordinator) either in school or at a place of business, and it will include presenting yourself to a receptionist.

D. Materials, Equipment, and Resources:

1. Application for employment forms (obtain from businesses or reproduce from DECA notebook).
2. Copies of resumes (Salesmanship or Retailing texts).
3. DECA job interview rating forms.
4. Stationery.
5. Occupational Outlook Handbook.

E. Pre-project Preparation:

1. Study unit on personal business characteristics - mental and physical.
2. Refer to unit on business letter writing in a business correspondence text.

F. Step by Step Description:

*1. Develop a personal characteristic inventory from the example found in the text.
2. Watch a film on "Applying for a Job."
3. Determine a number of ways that you can learn about job opportunities.
*4. Select a job and prepare a job description using the Occcupational Outlook Handbook.
5. List the qualifications and experience that you feel would make you fit this job.
6. Complete a job application form, applying for this job.
7. Write a letter of application for this job including an envelope.
*8, Complete a Personal Data Sheet or Resume.
9. Arrange for an appointment agreeable to the interviewer, setting the time______and the place_____________for the job interview and go through the interview. The rating sheet will be judged and returned.
*10. Write at least a 100 word report on the results and impressions of your interview.
11. Write a thank you letter to__________________ (name of interviewer).

* Teacher check points

G. Evaluation:

The coordinator and student will have a personal conference to review the elements of job preparation, written information (application form and letter, resume, 100 word report), and judge's rating sheet to determine strengths and areas where improvement must be made.

INDIVIDUAL PROJECT

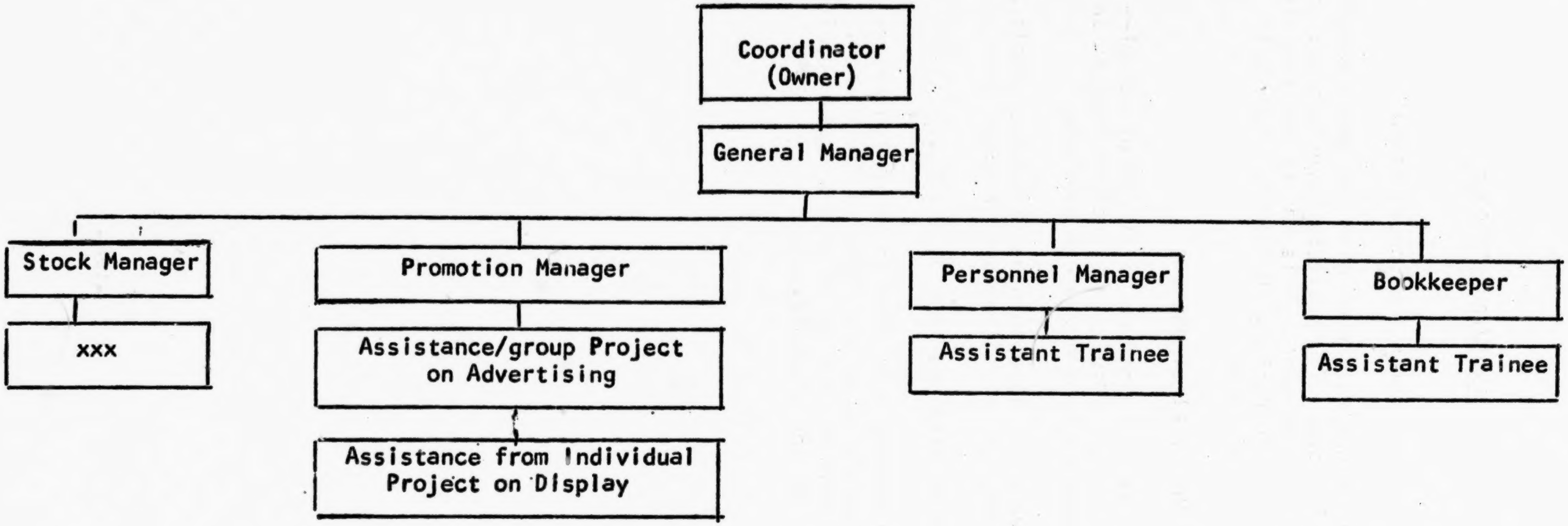
Managing the School Store

The following 6 projects deal with the management and skills of a school store. The projects have been set up with a local situation in mind. This may or may not fit in every school store operation. Hopefully, they will at least be a source of an idea.

Facts about the local situation:

1. Store is to be opened on first day of school--any later would result in a decided loss of sales. Also paperback text books are handled.
2. Executive staff is appointed from last year's Jr. Preparatory DE class (now Senior DE).
3. Store sales staff is from Junior DE.
4. A staff meeting will have to be called before school begins to go over opening procedures. If not already done so, copies of each project should be given to the students.

CHAIN OF COMMAND


Coordinator (Owner)
General Manager
Stock Manager
xxx
Promotion Manager
Assistance/group Project on Advertising
Assistance from Individual Project on Display
Personnel Manager
Assistant Trainee
Bookkeeper
Assistant Trainee

INDIVIDUAL PROJECT

A. Descriptive Title:
General Manager of____________________(School Store)

B. Objective or Purpose:

1. To gain experience in assuming responsibility.
2. To have experience in working with other people.
3. To become acquainted with operational activities connected with a small business.
4. To become skillful in checking out a cash register.
5. To be able to buy merchandise to suit customer demands.
6. To learn how to buy through salesmen.
7. To become acquainted with proper procedure of pricing for profit.
8. To learn how to delegate authority.

C. Nature and Scope:

You will be in charge of conducting business necessary for the successful operation of the school store. You will be responsible for all operation but will delegate to other sub managers. This job will be for at least one semester.

D. Pre-project Preparation:

Completed instruction in Jr. Preparatory DE.

Concurrent with this project--to complete a class project on seasonal coding.

Go over with the teacher correct procedure in checking out a cash register.

E. Materials, Equipment, and Resources:

Cash register check-out forms and change bag

F. Step by Step Description:

1. Become acquainted with store records (stock records and financial records.)
2. Check on all incoming orders so you will know what to look for.

3. Work out a system of recording customer requests.
4. Work out a seasonal code system (it should be different from last year's.)
5. Call staff meeting to:
    a. go over duties
    b. arrange for store opening
    c. go over store policies
    d. answer any questions
6. Be sure all items are correctly priced (delegate.)
7. Make arrangements for first day's cash bag.
8. Place all orders as needed after consultation with stock manager.
9. Check out cash register at end of each day. Prepare a duplicate copy of the day's sales for each member of the sales force. Keep original in your file.
10. Deposit cash with school bookkeeper. Get receipt and give it to your bookkeeper.
11. In case of your absence the bookkeeper will check out the register. It will be your responsibility to train her/him as to proper procedure.

G. Evaluation:

Student

Write up a report according to the following questions. Keep a copy for your project file and give one to the teacher.

1. To your knowledge were sales lost due to running out of stock?
2. Is the stock too heavy? Too light?
3. What was the average per cent of mark-up?
4. Did you have any problems with personnel? Personality conflicts? Evidence of dishonesty or inefficiency?
5. In which ways did you delegate authority?
6. Do you feel this was a worthwhile project for you? In what ways?

Teacher

1. Did the store maintain a profit during this period?
2. Were reports complete--accurate and on time?
3. Were you aware of strife between staff members and/or sales force?
4. What was the general appearance of the store?

INDIVIDUAL PROJECT

A. Descriptive Title:
Promotion Manager of the School Store

B. Objective or Purpose:

1. To increase sales by means of promotion.
2. To gain experience in the various means of promoting sales.
3. To learn how to create signs and posters that sell.
4. To gain experience in writing ads for newspapers.
5. To have opportunity to develop creativeness.
6. To gain experience in working with others.

C. Nature and Scope:

You will endeavor to increase sales in the school store by means of well planned and placed promotions, events, ads, and signs. Although a promotion manager of most businesses has working for him artists and ad men, you will be all of them. This job is to run for one semester.

D. Pre-project Preparation:

You must have completed Jr. Preparatory DE.

You should be participating concurrently with this project and, as early as possible, individual projects on sign writing and ads promotions.

E. Material, Equipment, and Resources?

1. Reference books on ad and sign writing
2. Paste board, paint (show card), brushes, lettering pens
3. Ad forms, P.A. announcement forms
4. Drawing table

F. Step by Step Description:

1. Become familiar with store policies.
2. Make up a calendar of events for the semester. Present it at a staff meeting for approval.

3. Plans for each event in detail will also have to be reviewed by the staff.
4. All ads for the school paper must be in one week in advance of publication. Use forms provided. Keep one copy for your file.
5. Acquaint yourself with materials and supplies on hand that you will need for your office. Order anything else you will need through the stock manager.
6. Set up a work area in back of the store.
7. For P.A. announcements use the form provided by school office. Be careful of wording and grammatical errors. Keep a copy in your project file.
8. Acquaint teachers with any new items or books of particular interest to their field. Use form provided.
9. For each promotional event keep a record of sales:
    a. number units sold of ad item
    b. total sales for the day
    c. was there a substantial increase?
10. Make all signs and posters (you may use any student, senior or junior who has completed a project on sign lettering).

G. Evaluation:

Student

1. How many and what kinds of sales events were planned? Were there enough? Too many? What cost was involved? (attach copies of all news ads and P.A. announcements to this report)
2. What proof do you have that these sales events were successful?
3. Were you able to work in harmony with your staff? Did you use any assistance in making signs?
4. In what way do you think you have developed skills in sign lettering - creativeness - planning?
5. Do you feel this project was valuable to you? What phase was of greatest interest?

Teacher

1. Confer with students when they are making the evaluation.
2. Did the student assume responsibility in carrying out semester plans?
3. Were sales increases due to this project?
4. Did the student complete the two additional projects suggested?

INDIVIDUAL PROJECT

A. Descriptive Title:
Bookkeeper for School Store

B. Objective or Purpose:

1. To become acquainted and skilled with an acceptable bookkeeping system.
2. To be able to translate information to others on the staff as needed.
3. To assume responsibility of keeping financial records of the school store.

C. Nature and Scope:

You will assume complete charge of the books of the school store, keeping accurate and up-to-date records of all financial transactions for a period of one semester.

D. Pre-project Preparation:

You should have completed a course in Jr. Preparatory DE.

A course in bookkeeping is helpful but not required (or if you have been treasurer of a club)

Read reference on accounting forms if you have had no experience in bookkeeping

E. Materials, Equipment, and Resources:

Past financial records, record forms

F. Step by Step Description:

1. Look over past records - ask questions if you do not understand. (DO NOT TAKE RECORDS FROM SCHOOL)
2. Set up forms for your own books. (You may make up your own order standard forms or continue with existing method.)

   Information needed:
   a. Resources/addresses
      invoice number - date - amount - date paid
   b. Monthly record of expenditures
      date - resource - amount
   c. Daily running account of monies received

3. Check with school bookkeeper to find out beginning cash on hand, or any outstanding bill.
4. Order any supplies you might need for your office.
5. Plan your day - what time in the day will you be able to set aside for bookkeeping? Your job is important; this responsibility must be assumed.
6. Check for invoices daily - check for accuracy, enter in your books, initial and present to school bookkeeper for payment.
7. Double check with stock manager to see if merchandise has been entered in his/her books.
8. Get daily deposit slips from general manager and enter them into your running account of income.
9. Prepare a monthly financial report according to accepted form.
10. At the end of the semester prepare a financial re-cap containing: number of resources - amount from each
    a. Total sales
    b. Total expenditure
    c. Total profit or loss
    c. Total invoice on hand - by cost
    by retail
    (work with manager of stock)
11. Make periodical checks with school bookkeeper to see if your books balance. (ask for an appointment at her convenience). Suggested number of appointments - 3.

G. Evaluation:

Student

Write up a report for your project file (one copy to teacher), answering the following questions:

1. Have you been able to supply necessary information from your records when asked without delay?
2. Are your records easily read by yourself as well as others?
3. Do your books balance? If not, how much in error? Can you explain it?
4. Do you know more about bookkeeping as a result of this project?

Teacher

The records can and should be your only check. Check them frequently during the first part of semester--less frequently at end.

INDIVIDUAL PROJECT

A. **Descriptive Title:**
Personnel Manager for School Store

B. **Objective or Purpose:**

1. To assume the responsibility for staffing the school store.
2. To gain some practical experience in supervision.
3. To learn how to deal with people.
4. To gain experience in making job breakdowns.
5. To gain an understanding of the duties of a personnel manager.

C. **Objective or Scope:**

The personnel manager will assume the responsibility of staffing the school store with a sales force; be responsible for their duties; and assist the coordinator in seeing they are carried out. This job is to last for a period of one semester.

D. **Pre-project Preparation:**

Complete the course in Jr. Preparatory DE.

Read reference on job break down.

E. **Materials, Equipment, and Resources:**

None

F. **Step by Step Description:**

1. Obtain a list of Junior DE students.
2. Design a questionnaire to find out the following information:
    a. availability for one of the 4 shifts of the school store (buses might affect availability)
    b. class schedule
    c. previous experience with cash register
    d. extra-curricular activities
3. Develop a work schedule for the first week of school using those juniors who have had previous experience with the cash register whenever possible.

4. Personally notify each one on the schedule (notes will do).
5. Make the work schedule for the rest of the month. From here on all work schedules should be posted one month in advance on the store bulletin board. Be sure every junior is scheduled for one 5 day period per semester. (The number of times juniors serve as salespeople will depend on the number in the class)
6. Make a breakdown of duties for the salesforce by shifts. (duties might vary from shift to shift--for instance, the morning shift might arrange counter displays--the last shift might be responsible for cleaning glass)
7. Set up a system for checking on efficiency of your sales force. (See evaluation form)
8. Check attendance daily to see if you have to call in a substitute.
9. Plan to be at school by school store opening to check coverage--you need not stay. If you wish, you may require your staff to call you at home if they will not be in attendance that day. You will then call someone else to take their place or do so yourself.
10. Attend all meetings of the store staff when called by the store manager.

G. Evaluation:

Student

1. How would you rate your own ability to assume responsibility?

	Perfect	Missed 1 time	2x	3x
Schedules posted?				
Daily attendance checked?				
Job breakdown posted?				
Notice sent out at change of shift?				

Rate yourself excellent, good, fair, or poor according to above chart.

2. Were you able to solve personality difficulties? How did you do it?
3. Did you have any problems staffing the store? What were they? How did you overcome them?

4. Store efficiency rating:

	Excellent	Good	Fair	Poor
Sufficiently staffed				
Customer controlled				
Glass clean				
Stock neat				
Front stock kept up				
Business-like attitude of staff				
Register errors				

Hand in a copy of this evaluation to the teacher. Keep one for your project file.

Teacher

Teacher and student evaluation would follow the same pattern. This area will take a great deal of observation on the part of the teacher. It will also require conferences.

INDIVIDUAL PROJECT

A. Descriptive Title:
Stock Manager for School Store

B. Objective or Purpose:

1. To learn the value of keeping accurate stock records.
2. To have opportunities to assume certain responsibilities.
3. To learn to work with others.
4. To learn the value of an efficiently run stock room.

C. Nature and Scope:

You will have complete charge of the stock-control records for the school store for a period of one semester. You are to work with the general manager and give him/her information necessary to place orders. It will be your responsibility to see that the store never runs out of essential merchandise.

D. Pre-project Preparation:

You must have finished Jr. Preparatory DE.

E. Materials, Equipment, and Resources:

Stock control books with supply of forms; price tags and stickers; reference on the job of store controller;

F. Step by Step Description:

1. Become acquainted with stock records as already set up.
2. Check on all orders placed to know what to watch for.
3. Unpack all incoming merchandise.
4. Check merchandise against packing slip.
5. Enter merchandise received in control books. Be sure you get all information. If there is new merchandise a new page must be started. (Check evaluation chart)
6. Route packing slip to bookkeeper who will match it to the invoice. In some cases the packing slip will be the invoice.
7. See that all merchandise is correctly marked. If it is new merchandise and not pre-marked, set it aside until you can confer with the store manager or coordinator as to the price to charge.
8. Before back-stocking shipment be sure front stock is up.
9. Stock the merchandise so that it can be easily seen and counted. Have like things together.

10. Whenever possible, remove by units of packaging when stocking the front of the store. This makes for easier inventories. (Example: always take full box of pens or pencils - not just a few)
11. Remove all empty cartons, wrapping paper, etc., as soon as possible. It is your responsibility to keep the receiving area free from clutter.

G. Evaluation:

Student

1. Were your records kept up-to-date?
2. Could they be read easily by others?
3. Information that should be available from your records:

	All the time	Most of the time	Very seldom
How many items have been sold?			
How many ordered?			
How many on hand?			
What merchandise is moving? What is the turn-over?			
Where do we get items?			
How long did it take to arrive?			
What is the minimum packaging?			

Teacher

1. Spot check books at least once a week for the first month. Confer with the student.
2. Was the student able to work with others?
3. Evaluation of stockroom - to be done with student.

Check points:	Yes	No	Remarks
1. Logical arrangement			
2. Stacked neatly			
3. Can read labels			
4. Sufficient but not too much back stock			
5. Free from dust			
6. Doors kept locked			

INDIVIDUAL PROJECT

A. Descriptive Title:
The Salesperson in the School Store

B. Objective or Purpose:

1. To learn to make change correctly and fast.
2. To be able to operate a cash register.
3. To apply knowledge of steps of a sale.
4. To be able to take directions.
5. To understand the importance of a clean, neat, well stocked store.
6. To be able to solve problems that arise with customers such as:
    a. talking with friends
    b. excessive loitering
    c. shoplifting
7. To learn responsibility.

C. Nature and Scope:

When you undertake this project you will be a member of the salesforce for the school store for a period of 5 consecutive working days. This is a good opportunity to apply your knowledge of salesmanship.

Before the year is over you should have had the opportunity to secure two 5 day periods.

D. Pre-project Preparation:

The first 5 day shift will be selected from those having previous register experience as there will be no chance of training.

Others must have completed a small group project on change making and cash register operation.

By second scheduling they must have completed a group project on salesmanship (see PERT).

E. Materials, Equipment, and Resources:

None

F. Step by Step Description:

1. Check your breakdown of duties as posted by the personnel director.
2. Wait on customers--help them with their selection.

3. Become familiar with stock, stock room, and prices.
4. Keep front stock up and in order.
5. Never sell a last item on the shelf without checking stock room for replacement. If rushed at the time, keep a note book for reminding you.
6. Keep a record of customer requests. This is to include items never before stocked as well as out of stock items.
7. Notify stock manager or general manager if any item gets dangerously low.
8. Morning shift and last shift of the day will make out cash register reports, copies of which should be in your project folder. All shifts should have a copy of the final report of the day.
9. Call into the coordinator before 8 a.m. if you will not be in attendance that day.

G. Evaluation:

Student

A copy of your evaluation will be handed in for grading and also one must be in your project file.

1. Make a chart showing information on cash register reports - number of errors - number of sales - total cash intake.

   How would you rate your efficiency?
   excellent - good - fair - or poor?

2. Have you gained self-confidence in making change?
3. How would you rate your sense of responsibility?

	Yes	No	Remarks
Were you on time?			
Were you there everyday?			
Did you call in if absent?			
Did you see that all duties of your shift were done?			

If all yes - excellent
If one no - good
If 2 no - fair
more no's - poor

4. Were you proud of the store at all times? Explain.
5. Give some concrete examples of how you implement suggestion selling and increasing average sale.

6. Did you ever get into an argument with a customer? Could it have been avoided? Explain.

Teacher

1. Go over with the student these evaluation charts.
2. It may be impossible to find out who made the errors during any particular shift--but try to get them to think. An aid would be separate cash drawer registers.
3. Try to arrive at a grade evaluation with the student. The written evaluation of the student should be considered in the grade.

INDIVIDUAL PROJECT

A. Descriptive Title:
Merchandising from the Selling Point of View

B. Objective or Purpose:

1. To become conscious of the major types of buying, stockkeeping and pricing activities in distributive enterprises.
2. To develop an understanding of merchandising principles contributing to the success of the organization.
3. To assist the student in developing techniques of skillful application of merchandising principles.

C. Nature and Scope:

The DECA Club is planning to raise money by selling a line of products (Avon, Rawleigh, Fuller Brush, Stanley) to the local community. Candy is not considered a good product to merchandise for this project. It will be the responsibility of the student to do competitive shopping, analyze and organize the sales force, compute selling and business expenses (transportation, taxes, salaries, etc.), buy the merchandise; receive, mark and store merchandise; keep actual sales records, and prepare weekly sales reports over a four week period.

D. Materials, Equipment, and Resources:

DUPLICATE: Inventory sheets, purchase order, sales record, sales report forms. Samples of the forms may be obtained from the direct selling organization.

Sales recording pads for each individual student
Record--"Selling the Sizzle", Elmer Wheeler
Film--"Selling from the Customer's Point of View"

E. Pre-project Preparation:

Contact and make arrangements for the purchase of necessary merchandise from a direct selling organization.

Secure approval from school administration.

Organize class into teams of 4 - 6 students.

F. Step by Step Description:

Success will depend upon the skillful application of merchandising principles. The competitive shopping report will be your only guide in setting up the price structure. The sales records, and weekly reports, will become part of your duties as a professional salesman.

*1. Prepare questions for discussion on the construction of a Competitive Shopping report sheet. Shoppers guide will be designed after class discussion. (Class)
*2. Shop at five stores--recording information on your shoppers guide. (Group)
3. Review local ordinances, and "Green River Ordinance", pertaining to sale of merchandise house-to-house. (Individual)
*4. Compile a list of business, selling, transportation, handling expenses. (Individual)
*5. Order merchandise using special order forms. One order blank will be submitted by each sales team. Give reasons for the selection of a product. (Group)
*6. Receive, mark, and store merchandise. (Group)
*7. Take a physical inventory using an order blank as a guide. Rotate sales teams weekly in taking inventory. (Group)
8. Keep a record of your sales in your order book. (Individual)
*9. Prepare a weekly sales report--a standardized form will be used. (Individual)
10. Analyze your selling operations within your team (what problems did you have, are the prices in line, are you using the right selling approach, are you putting forth your best effort?) (Group)
11. The teacher will examine your sales order book, and your weekly reports. (Class)

* Teacher check points

G. Evaluation:

Each student will have the opportunity to sell merchandise, keep records, and participate in group activities. Grades should be awarded on the content of the competitive shoppers report, ordinance report, expense report, sales records, and weekly report.

INDIVIDUAL PROJECT

A. Descriptive Title:
Planning for Sales Promotion Activities in a Small Service Business

B. Objective or Purpose:

1. To provide an opportunity to plan for the coordination of a seasonal sales promotion activity - in the nature of a small campaign - in a small to medium sized beauty shop, using written communication.
2. To develop creativity in planning a theme, media, and copy appropriate for a seasonal sales campaign in a small to medium sized beauty shop.
3. To provide an opportunity to present and discuss this campaign with the beauty shop owner or manager for realistic evaluation.
4. To provide an opportunity to plan for possible revision of the original campaign.

C. Nature and Scope:

This is a twelfth-grade laboratory project. It will be about four weeks in duration. Any resources available through the school will be used, plus the business community (people, trade papers, magazines, and local "ideas" in shops).

D. Materials, Equipment, and Resources:

1. Cooperating business people (owners, managers of local beauty shops) will be used as resource people.
2. Trade magazines
3. Fashion magazines
4. School and classroom library resources
5. Kits or materials available from beauty products manufacturers.

E. Pre-project Preparation:

This project is designed to be used during a second year of D.E., after marketing functions have been studied, especially salesmanship, product information, and sales promotion activities and planning.

F. Step by Step Description:

Student

1. Check with your teacher-coordinator about available resource materials - both printed and human resources.
2. Using available resources and your own experience and knowledge, begin planning a theme for a sales campaign, using products related to your service and your basic service.
3. Plan specific objectives which you want your campaign to achieve: include a budget plan here.
4. Develop the theme to meet your objectives and budget.
5. Plan your media:
    a. display
    b. advertising
    c. copy - show cards, advertisements
    d. special events
    e. other - direct mail, circulars
6. Plan how shop employees will be informed about the campaign and how they will participate in carry-through.
7. Prepare all materials (use rough sketches of displays and ads), and compile them in a notebook; be sure to include reasons for your choice of media.
8. Check with your teacher for an appointment to present your campaign to a local business person (owner or manager of beauty shop).
9. Present campaign to business person at designated time. Be prepared to review the total campaign with him as he evaluates it after the presentation. (Teacher will be present at this meeting.)
10. Turn in your sales campaign notebook showing planned revisions based on business person's evaluation.
11. Write thank-you letters to business person(s) thanking them for their time, materials, and evaluation.

G. Evaluation:

1. Students will be allowed to hear the business person's evaluation and react to and discuss this evaluation. (Self-evaluation, in essence).
2. The teacher-coordinator evaluation will be based on: Grades or points for:
    a. The oral presentation - self-expression, grammar, and English usage.
    b. The campaign notebook - completeness, written expression - English usage, planned revisions, business person's evaluation.

c. The quality of the project as indicated by the business person.

d. Students' participation in review - reactions, questions, and evaluation - support raised of his or her own campaign.

H. Instructions to the Teacher:

1. Project should only be used if a student can manage it. Perhaps a team approach would be better in some programs.
2. Prior to assignment of project, you should enlist the aid of local business personnel as resource people and evaluators.
3. Kits or materials from manufacturers should be ordered well in advance of project. (They could become part of a resource library.)
4. Plan to attend the campaign presentation to provide yourself a measure of evaluation.
5. Ideally, this project might be used as a real sales campaign for a local business person after necessary evaluations and revisions have been made.

INDIVIDUAL PROJECT

A. **Descriptive Title:**
Practice in Job Analysis

B. **Objective or Purpose:**

To become familiar with the process of identifying, analyzing, and recording the duties and worker requirements of specific jobs.

C. **Pre-project Preparation:**

This project is designed for use in the unit of study on personnel management. A lecture/class discussion of the purposes and procedures of the job analysis will precede the actual analyses performed under this project.

D. **Nature and Scope:**

This project will provide the experience needed in order to fully understand the job analysis process. Job analysis is learned by doing. Although study into the purposes and procedures of job analysis should precede actual analysis, the job analyst's basic training is obtained through analyzing jobs and going over the results with his supervisor or trainer. The experience gained from conducting several job analyses will only acquaint you with the process. It takes at least six months under close supervision for most professional job analysts to become reasonably proficient.

Several things are important when conducting job analyses:

a. Jobs should be studied as they exist at the time of the analysis. Though it is well recognized that jobs change, job analysis is concerned with the job as it is performed at the time of the study.
b. Actual observation of the work is necessary if all facts are to be obtained. Also, an interview with the employee and his supervisor is essential for complete information.

c. The information which must be obtained and reported in order to meet the requirements for a complete analysis of a job includes five categories of information: (1) the identity of the job; (2) what the worker does; (3) how he does it; (4) why he does it; and (5) the skill involved in the doing.
The "what", "how", and "why", bring out the nature and scope of the tasks. The last part, the "skill involved", is concerned with the degree of difficulty of the tasks and with defining the nature of the required skills in order to indicate their difficulty.

d. Job analysis reports contain information which may serve many purposes or uses in the employee relations program: knowledge and steps required to perform the job, the training purposes; information which will emphasize distinctions between jobs for job evaluation purposes; qualifications a worker must posses in order to adequately perform the job which is helpful when filling job vacancies through promotion or hiring; information which will serve as a basis for determining job comparability in wage surveys; information which is useful when handling employee grievances, etc.

e. Any company conducting a job analysis should first consider what information is needed. The needs vary from one company to the next. This accounts for the variety of job analysis forms in use. Each company usually custom-designs its own job analysis forms depending upon the specific information needed. The forms developed for this project are generally applicable for most distributive businesses.

E. Materials, Equipment, and Resources:

1. A job analysis schedule or report form.
2. A combination job description and job specification form.

(NOTE TO TEACHER: This project is designed for the secondary student using forms prepared by the teacher. When used on the post-secondary level, the student could design the job analysis schedule and combination job description and job specification forms.
The job analysis schedule should include adequate provision for: (1) the identity of the job, (2) complete and accurate description of the tasks involved in the job, and (3) a specification of the requirements the job makes upon the worker--information which explains the difficulty of the job.)

F. Step by Step Description:

1. Contact a local business and obtain permission to conduct several (four to six is suggested) job analyses.
2. Conduct the job analyses using the schedule provided.
3. Prepare job descriptions and job specifications using the combination form provided.
4. Prepare a brief summary statement of your experiences in carrying out this project.
5. Submit the job analysis schedules, combination job description/specification forms, and summary statement to your coordinator.

G. Evaluation:

1. The teacher will evaluate the job analysis forms, job descriptions, and the summary statement.
2. The teacher will discuss the results of the project with the student.

H. Definitions:

TASK - a task exists whenever human effort must be exerted for a specific purpose.

POSITION - an aggregation of duties, tasks, and responsibilities requiring the services of one individual. A position exists whenever sufficient tasks accumulate to justify the employment of a worker.

JOB - the basic unit or building block of an organization. A group of positions which are identical with respect to their major or significant tasks.

JOB ANALYSIS - the process of determining by observation and study (questionnaire and interview) and reporting pertinent information relating to the nature of a specific job.

JOB ANALYSIS SCHEDULE OR REPORT - a form for recording job information as obtained through job analysis.

JOB DESCRIPTION - a statement of the tasks involved in a specific job (should include identifying data, job content, and scope.)

JOB SPECIFICATION - a statement of the job requirements and worker qualifications of a specific job.

JOB ANALYSTS - individuals who have been trained in the process of job analysis and know what to look for and what questions to ask when analyzing jobs.

JOB EVALUATION - a systematic method of appraising the value of each job in an organization in relation to other jobs in the organization. It provides a consistent procedure that sets up and maintains a hierarchy of jobs, attaching to each job a pay rate commensurate with its status in the hierarchy.

WAGE SURVEY - determining the "going wages" in the area or industry.

INDIVIDUAL PROJECT

A. Descriptive Title:
Preparing and Writing a News Item for the Local Newspaper

B. Objective or Purpose:

One function of business people is to inform the public of the activities carried on in business. To inform the public, business uses the free space in the newspaper as one of the available media. You should know the mechanics of newspaper reporting, to the degree of getting information published, and the closer the finished publication is to the original draft the better. This project is not intended to prepare journalists but to help you use good reporting practices in recording events.

1. To help you recognize news items worthy of publication.
2. To help you use good reporting techniques in gathering news items.
3. To organize information into proper sequential order of importance.
4. To write information in correct form for publication so that this information would be worthy of a reading audience.
5. To develop an appreciation of published works.

C. Nature and Scope:

A duty of business people is to inform the public of the dynamic activities carried on in the fields of distribution, and one of the media of information is the newspaper. To gather, organize, and write information for publication is an important function of business today, particularly for public relations. The business sections of a newspaper show clearly the use of newspaper space for presenting information to the public. A business person should know what is newsworthy; and if he is to have it published, someone must report this news and write it in a form acceptable to the newspaper editor. Most of the time, reporters are not attending an event that would be reported on by business, so a company would use its own personnel.

This project is to be used for specific events carried out by DECA or for some classroom work done in the DE class. The events or classroom work will be identified by the instructor as they are about to take place; or if you are aware of some event or classroom work worthy of publication, present the idea to your instructor. Date line would be no more than 3 days before the next deadline of the newspaper if these are weekly or semi-monthly.

If you have a background from a journalism class, use your knowledge for this project; however, follow the step-by-step guidelines in this project. If you do not have a journalism background, you can still produce good copy with practice.

D. Materials, Equipment, and Resources:

1. Pencil and note pad.
2. Small tape recorder if available. This is especially desirable if the news item is an interview.
3. Dictionary.
4. Local telephone book in case of name and address identification and spelling.
5. Typewriter, 8½ x 11 inch typewriting paper, and eraser.

E. Pre-project Preparation:

1. Get information of the event, time, place, and date.
2. If the event is an interview, make an appointment for the interview.
3. Have a briefing with your instructor of the event.

F. Step by Step Description:

1. Before you attend the event, write the correct title of the event, where this is to take place, and the day, month, and year of the function.
2. Attend the event and be there early so that you feel organized.
3. As soon as you arrive at the place of the event, write down on your pad, being complete:
    a. The names of all principle people attending.
    b. The names of all people performing important tasks; this could be taken from a program if one is available.
    c. What is being done, in chronological order.
    d. How the event is being carried out, and take note of any variations or any unusual side lights as the program progresses.
    e. Get the approximate attendance figure.

4. As soon after the event as possible, so the information is fresh in your mind, use your notes and write in manuscript form the story of the event.
   a. Place in the first paragraph the title of the event, names, places, and time of the happening.
   b. Write in paragraphs of two or three sentences, and in each paragraph have a complete idea.
   c. Proofread your copy for spelling of names, addresses, and correct grammar.
5. Boil this manuscript so that you convey the meaning of each paragraph, cutting unnecessary words, and what you think is trivial matters or information.

*CHECK POINT: Check with your instructor to see if you have boiled enough, or if you have boiled too much.

6. Number your paragraphs as to what you think is the most important first and on down to the least important. The first paragraph is the lead.
7. Create a "slug" or a line to identify the story; this is not necessarily the title of the event.
8. Type on $8\frac{1}{2}$ x 11 paper, in manuscript form, with double spacing:
   a. Name and address of your school
   b. Your name and telephone number
   c. Your "slug" line
   d. Your story in the order of importance as you saw it
   e. At the bottom of a page (MORE) if there is more continued on to the next page.
   f. "End Mark" or "30" at the end of your story.

*CHECK POINT: Go over your story with your instructor, and be ready to present a reading of the story to the class.

9. Read your story to the class for comments. Be prepared to take additional material or to delete some information when the class discusses the story with you.
10. Make necessary additions or corrections that the class discussed with you and retype your story if changes are made.
11. Take your manuscript to the school news department of your local newspaper in person. Be prepared to answer questions from the person in charge of receiving your manuscript, and by being present, the accuracy of your story can be enhanced.

G. Evaluation:

When you read your story to the class, ask for comments. Make sure the comments come from persons in attendance of the activity. If there are many comments in the form of additional information, you may not have been too aware of the major points or you boiled too much. If you have trouble conveying the meaning, you will have requests to explain certain paragraphs of your story.

If your story appears in the newspaper and is reasonably close to the way you have written it, the event was newsworthy and the writing met with the editor's acceptance.

INDIVIDUAL PROJECT

A. Descriptive Title:
Self-Improvement Through Self-Evaluation

B. Objective or Purpose:

1. To develop an awareness of skills, knowledges, attitudes, and personal qualities necessary in becoming a more employable person in the world of business.
2. To gain ability in conducting individual research; evaluating those skills, knowledges, attitudes, and personal qualities you possess; and determining strengths and weaknesses in which you need to improve, if you are to be successful either in your personal life or in the world of business.
3. To develop and activate a plan to correct those deficiencies for the fullest development of your individual abilities.

C. Nature and Scope:

The following project is to be conducted individually by each student in order to provide them with a project in developing themselves to the highest potential. This unit is directly related to provide investigation and research in assisting the student to become a more employable person in the world of business. The students must be willing to cooperate with the project since the success of such a project is dependent entirely upon their participation. It should be pointed out to the students that it is a wise person who realizes his inadequacies and then attempts to correct them so that he might develop to the fullest extent his individual abilities.

The nature of this project could be adapted to several learning situations which would assist the student in becoming a more employable person. The major point with this type of project is that it is entirely individual and one in which the individual student determines his course of action from his own evaluation. In most instances, the students will participate in the project enthusiastically since they are completely in control and designed by their evaluation in those areas in which they need improvement. As might be noted, the project could extend to any length. This project might be taught concurrent with a unit of instruction concerning "self-analysis" or "personality development."

D. Materials, Equipment, and Resources:

1. Reference materials for individual research including:
    - a. Your Attitude is Showing, Chapman, Elwood N., Science Research Associates, Inc., Chicago, Illinois, 1966.
    - b. Fitting Yourself for Business, MacGibbon, Fourth Edition, Gregg Division, McGraw-Hill Book Company, Dallas, Texas.
    - c. How to Improve your Personality, Newton, Third Edition, Gregg Division, McGraw-Hill Book Company, Dallas, Texas.
    - d. Personality and Human Relations, Sferra, Second Edition, Gregg Division, McGraw-Hill Book Company, Dallas, Texas.
    - e. Personal Qualities for Success in Distribution, Distributive Education Department, Division of Extension, University of Texas, Austin, Texas.
2. Pass-out Sheets Entitled:
    - a. "Self-Inventory"
    - b. "How to Get Along With People"
    - c. "Personality Inventory"
    - d. "What Price Personality"
    - e. "How Do You Rate?"

    These can be found in Texas Manuals.
3. Films entitled:
    - a. By Jupiter
    - b. Through the Mirror

    (Films are available through motion picture loan agencies for free or may be borrowed from:

    Mr. M. J. DeBenning, State Supervisor
    Vocational Distributive Education
    1515 West Sixth Avenue
    Stillwater, Oklahoma 74074

E. Pre-project Preparation:

1. Development of "Able Man Theory" through class discussions. (This theory is presented in the Texas materials in the instructional manual listed in the reference materials section, entitled, Personal Qualities for Success in Distribution.)
2. Films shown followed by class discussion to set the stage for the project:
    - a. Through The Mirror
    - b. By Jupiter

F. Step by Step Description:

1. Read the pass-out sheet entitled, "Areas In Which You Might Choose A Project," after careful consideration of the various area(s) of interest, develop a plan of action according to objectives you wish to accomplish with the assistance of this project. Develop these objectives into written form and present them to the teacher for approval, since you must be careful and not select too big a project or too wide an area of improvement. The teacher will also recommend various sources of information which will assist you in your research.
2. After your objectives have been approved, develop a plan of action by which you propose to accomplish your objectives. If desirable, have conferences with the teacher for assistance and explanation.
3. Begin work toward the accomplishment of your objectives through the plan of action desired and keep some sort of progress record for yourself. This record is for your benefit and will not be handed in or reviewed by the teacher unless you wish him to do so.
4. At various times, throughout the project, you will be asked to write a one paragraph "Progress Report" concerning your progress and accomplishments with your project.
5. When you think you have accomplished the objectives you set at the beginning of the project, then prepare a summary of what you accomplished from the project. You should also include an evaluation of the project itself and its worth to you as an individual seeking improvement in your chosen occupational area and your personal life.
6. Following the completion of all the various individual projects, this project will be discussed in class for evaluation and sharing of information discovered in individual research.

G. Evaluation:

In the step-by-step procedure, the student's method of evaluation has already been outlined. If a teacher persists on giving an academic grade to this project, it will be very frustrating since immediate goals will be hard to note and development of criteria as a means of grading will be almost impossible. This project will not be easily graded or evaluated in terms of a tangible grade. However, if the teacher is interested in intangible items, such as attitude development, habits, values, and concepts that have a bearing upon an individual's employability, then, such projects will prove rewarding and enlightening to all. It would be hoped that since there is no grade assigned to the project, the student will not attempt to fabricate the results. Of course, there will be a few students who will not carry through at all, will have their moment of truth when they must face up to the fact that they did not have the self-discipline to carry through with their project.

(Pass-Out Sheet)

AREAS IN WHICH YOU MIGHT CHOOSE A PROJECT

As a student, you are going to expect someone to pay for approximately 75,000 hours of your time. Over and above the regular skill courses that you are now taking or planning to take, what are you willing to do to make yourself a more employable person? What skills, knowledges, attitudes, personal qualities do you now possess that are worth a paycheck?

Think about yourself for a minute! What are your strengths and weaknesses, your good habits and bad ones, your unique talents or abilities, the areas in which you need to improve if you are to be successful in the world of business or in your personal life? Remember: what ever would make you a more employable person would also probably make you a more successful individual. Why not adopt an individual improvement plan for yourself? Not later, but now!

Areas in which you might choose a project -

Skills. Those not covered in the courses you are now taking, or those that need additional practice over and above your class and regular homework efforts.

Work and Personal Habits. These overlap so frequently that we will consider them in a group. Find the one or ones you need to work on--and don't bother to decide whether it is a work habit, a personal habit, or both. Just face up to it or them. Then get busy improving or eliminating such habits.

Are you a procrastinator? A completely disorganized person? A careless worker? A never-follow-through-on-time person? Too much of a perfectionist to ever accomplish much?

Are you messy? Do you quit when the task gets tedious or arduous? Do you leave all the difficult jobs for somebody else? Do you co-operate? Do you put forth your best effort? Are you dependable?

Disposition. Are you consistently cheerful? Pleasant? Courteous? Considerate of others? Can you accept adversity? Disappointment? Sorrow? Are you frequently moody? Ill-tempered? Sullen? Do you fly off the handle easily? Blame others? Are you defensive? Belligerent? Fearful? Petty? Are you optimistic? Do you try harder when the going gets tough?

Voice and Diction. Do you use correct English? Is your speaking voice pleasant? Do you strive to improve your vocabulary? Do you use excessive slang? Do you talk too fast? Slur your words? Mumble? Does your voice sound like that of a poised person or like a shy person?

Grooming and Dress. Are you always dressed in good taste for the occasion? Are your clothes clean, well-pressed, and neat? Is your hair style suitable for both the occasion and you? Is your make-up moderate? Fingernails?

Cultural Development. How many books, other than those assigned, have you read lately? How widely do you vary the selections if you do read unassigned books and periodicals? How many lectures, concerts, plays, recitals have you attended in the past three months? How many museums have you visited? How many conferences attended?

Posture. Do you stand tall? Sit correctly? Walk gracefully?

There are several areas that have not been discussed in this material, therefore, don't think you have to limit yourself to just the areas listed on this pass-out sheet.

NOTE: This project was adapted from an article that appeared in the Business Education Forum, February, 1967, entitled, "Through Individual Improvement Projects," Written by Helen Hinkson Green, Michigan State University, East Lansing, Michigan.

INDIVIDUAL PROJECT

A. Descriptive Title:
Selling Yourself in a Job Interview

B. Objective or Purpose:

1. To develop skill in handling interview situations successfully that relate to your career objectives.
2. To apply those knowledges concerning a successful job interview that have been learned in a study of the job interview.
3. To recognize that there will be all varieties of interviewers and to be ready for the various kinds.

C. Nature and Scope:

The job interview provides the employer an opportunity to make a critical appraisal of your qualifications, appearance, and general fitness for his job opening. At the same time, it enables you to decide if the employer and the firm are of the type and caliber you want to work for.

The interview in class may be conducted directly after the study of a unit on the job interview or at the time you feel ready to go out into the community and apply for a job. Actually you may want to conduct an interview in class at both of these times. Your teacher will be acting out any or all of the following roles during the interview: salesclerk, receptionist, and manager or personnel director. You should know ahead of time what type of store you wish to interview with and pass this information on to your teacher so that he may prepare for the kinds of experiences and questions that he will want you to encounter. It is assumed that you will interview for a job related to your career objective. Your interview will be conducted with your class members present.

D. Pre-project Preparation:

1. Completion of a unit on the job interview, including proper grooming and attire, the application blank, the resume, personality characteristics, and the actual conduct of the interview.
2. Career objectives have been selected.

E. Materials, Equipment, and Resources:

1. Application blanks
2. Table and chair or counter top

F. Step by Step Process:

1. On the day of the interview, you will find yourself in one of the following situations:
   a. You will approach a salesclerk to determine where the personnel office is. You will then approach the receptionist who will have you fill out an application blank. You will then be interviewed by the personnel director. (You may have been given an application blank to fill out ahead of time.)
   b. You will approach a salesclerk in order to locate the manager and then you will approach the manager.
   c. You will approach a salesclerk only to find out that he is the boss. (He may be too busy to talk to you so you will have to come back later.)
2. You will be expected to have a completed resume with you to give to your interviewer, and also a completed application blank if the situation requires it.
3. The interviewer (teacher) may conduct the interview in any part of the classroom depending on the situation, so be flexible.
4. After the interview has been conducted, the class members may constructively praise or criticize you.

G. Evaluation:

1. Each class member will check a rating sheet on you.
2. The teacher will also fill out a rating sheet for you.
3. A letter grade will be determined from an average of these ratings with the teacher's rating carrying somewhat more weight than the students' ratings.
4. These rating sheets will be passed back to you.

NOTE: You may want to do this project two or three different times to polish your interviewee skills. Each time you will be rated so that you may see your rate of progress.

H. Instructions to the Teacher:

This project may allow for one to three interviews a day--very likely following directly the study of a unit on the job interview. Most important, however, this project should be available for any student at any time that he might feel a need for it. As for the conduct of the interview, the teacher should play all three roles mentioned since he would be most expert at asking questions and reacting to the interviewee. This will call upon ingenuity on your part in playing one or all three of these parts. Be prepared ahead of time with good questions to ask and experiences to put your interviewee through. You may want to get ideas for questions from the booklet Your First Interview which you may obtain from N.Y. Life Insurance Co.

JOB INTERVIEW RATING SHEET

	Excellent	Very Good	Satis-factory	Poor	COMMENTS
1. Was the applicant neatly groomed and appropriately attired?					
2. Was the applicant's greeting and introduction friendly and confident?					
3. During the interview, did the applicant display the following qualities: Confidence?					
Courtesy?					
Adequate knowledge about himself?					
Sincerity?					
Initiative?					
Pleasant personality?					
Business-like attitude?					
4. Did the applicant smile during the interview?					
5. Was the applicant's tone of voice varied and interesting?					
6. Did the applicant terminate the interview correctly?					
7. Was the applicant's resume perfectly done?					
8. Was the applicant's application blank filled out accurately?					

INDIVIDUAL PROJECT

A. Descriptive Title:
Split Group Price Wizardry

B. Objective or Purpose:

1. To learn split group pricing.
2. To develop a working model matrix.
3. To continue developing skill in managing time, controlling variable events, and solving problems.

C. Nature and Scope:

Split group pricing must be done in our heads for most items when in a checkstand because of the time factor involved. We have no time for simple mathematics with paper and pencil. A price-pen-item matrix allows us to be quick and accurate on seldom used price groupings and momentarily forgotten items. Newspaper advertisements are an easy and prolific source of common groupings. The Pert Network continues self-instruction of planning, control, problem identification, and problem solving techniques. The practice tests are a tool for improving our time and decreasing errors. It should be taken as many times as necessary to reach the desired level of proficiency before taking the final test.

D. Materials, Equipment, and Resources:

Newspaper ads, cash register receipt, tapes from your market, Pert Network from file, practice tests, and stop watch.

E. Pre-project Preparation:

Before attempting this individual project you should have a knowledge of: mark-up, turnover, and its varying effects on gross margin. Consideration should be given to following this project with one of the cash register projects.

F. Step by Step Description:

1. Secure Pert Network from file and have instructor certify your starting time.
2. Collect 5 full-page newspaper ads so that you can make your common groups list.

3. Save 3 store receipts and check the split group prices.
4. Memorize the common groups and start your practice time and error tests.
5. Build your price per item matrix from 2 for 3 to 9 for 1.00.
6. Take your final time and error test when you feel capable of reaching the minimum of less than 3 minutes and 2 errors.

G. Evaluation:

1. The student is to record his final time and error test with his instructor. Low achievement in this area could affect you on your job concerning sales checks and sales reports. One and one-half minutes and 0 errors is approximately the best you can hope to do on this project.
2. Matrix should be neatly and accurately completed to on-the-job quality. Evaluation with instructor.
3. The instructor and student examine the Pert network together to determine if the student has performed in a responsible manner along the lines of:
   a. managing time
   b. managing resources
   c. controlled events
   d. identified problems
   e. solved problems

NOTE: The Pert toll is especially effective in teaching behavioral skills while doing simple psycho-motor exercises. This project should be used by those who understand Pert. Otherwise, it should be removed by the coordinator.

INDIVIDUAL PROJECT

A. Descriptive Title:
Studying, Applying, and Interpreting Occupational Information

B. Objective or Purpose:

1. To apply occupational information to your personal career plans.
2. To become familiar with the total aspects of the career area which you select for study.
3. To perceive ways by which you can and will meet the preparation requirements of the job.
4. To identify your short and long range goals for getting and holding a job in the career area.
5. To develop the ability to relate interview replies to your occupational study.

C. Nature and Scope:

You are to devote two weeks to the study of your chosen occupational area. Regular class periods will be used for this study, but interviewing will be done during after school hours.

You are expected to gain extensive knowledge of your chosen area of study, and you are to select one particular job for detailed study.

You are to contact five people who presently work in three levels of the occupation or occupational area. You are to make appointments with them for interviews using identical written question forms for each person. Replies to your questions should be written in the space provided at the time the reply is given.

D. Materials, Equipment, and Resources:

1. Occupational Outlook Handbook, U.S. Government Printing Office
2. Occupational Information forms (guide sheet)
3. Five people working in the occupation or occupational area
    a. Basic (Entry) job
    b. Mid-management job
    c. Management job

4. Career booklets
5. Standard Industrial Classification for Use in Distributive Education
6. Dictionary of Occupational Titles
7. School Library (notify of project)

E. Pre-project Preparation:

Student will have a knowledge of the various job levels. If you do not, review your class notes for last Thursday and Friday. Review the notes given on interview procedures.

You have completed nearly a year's study of distribution which should give you an idea as to the career area you would like to investigate.

F. Step by Step Description:

1. Refer to the Occupation Outlook Handbook, The Dictionary of Occupational Titles, The Standard Industrial Classification for Use in Distributive Education, Career Booklets (additional booklets can be located in the Guidance Departments.) After reading the Occupational Information forms, look for information which will help you complete the forms.
2. Begin completing Occupational Information form.
3. Learn names, addresses, telephone numbers, and business locations of five people who work in the occupational area in which you are interested. Set up appointments for after school hours.

*4. Prepare written questions which you would like answered and discuss them with your teacher-coordinator.

*5. Make necessary revisions and write questions in final form. Write one set of questions for each person to be interviewed leaving space for answers. Submit to teacher-coordinator.

*6. Complete Occupational Information forms and submit to your teacher-coordinator.

7. Make any revisions and additions and resubmit to teacher-coordinator.
8. Teacher will return interview questions forms and Occupational Information forms for your use.
9. Complete interviews.

*10. Prepare a written summary of your study as you relate it to your short-term and long-term occupational goals. The summary is to be given to your teacher during the last conference for this project.

* Indicates student-teacher conference

G. Evaluation:

Teacher

1. Accuracy of information and completeness and neatness of the Occupational Information form.
2. Completeness of answers on the interview question forms.
   a. Whether there is one completed form for each level of occupation
   b. Whether there are two completed forms for two occupations
3. Conference with teacher-coordinator as to accomplishment of your objectives.
4. Brief written summary
   a. Content
   b. Form

Student

1. Did your study help you make an occupational decision?
2. Did you learn how to prepare for a particular job?
3. Did your study show you that you should investigate another job and/or occupational area?
4. How has your study been of benefit to you?

INDIVIDUAL PROJECT

A. Descriptive Title:

What Will Your Work Be in the Field of Marketing?

B. Objective or Purpose:

1. To further develop an understanding of the importance of choosing a vocational area.
2. To develop an awareness that the choice of an occupation and preparation for it will influence your income, associates and friends and your place in the community.
3. To develop an awareness of the different kinds of occupations in distribution--marketing and the different levels of competency possible in each.

C. Nature and Scope:

This is a first project for beginning students in distributive education. By this project you will be able to start thinking in terms of one of the marketing functions and at a level of responsibility within that function for which you feel capable and for which you have real interest in attaining as a career objective. This project is to be completed in school in approximately one week.

D. Materials, Equipment, and Resources:

Occupational Outlook Handbook

E. Pre-project Preparation:

An understanding of the meaning of marketing and distribution has been acquired through class discussion, etc., in the initial presentation of the purposes of distributive education, the functions of marketing and the study of related text material.

F. Step by Step Description:

1. Review the functions of marketing using your notes and basic material in the textbook.
2. Choose two or more of these functions in which you think you might be interested as your occupational areas.

3. Review notes from material given by the teacher describing different job levels within these functions.
4. Using the Occupational Outlook Handbook read about the occupational area in which you now have an interest--those you chose above.
5. Take notes for a future career study regarding:
   a. Interesting facts
   b. History and development
   c. Future prospects
   d. Nature of the work
   e. Qualifications
   f. Advancement
   g. Earnings
   h. Distribution of workers in the United States
   i. Advantages and disadvantages
   j. Sources of additional information
6. Submit a written report not to exceed 100 words, and the notes you have taken, giving your opinion as to why you feel you would like to be working in these occupational areas.

G. Evaluation:

The student will evaluate the information gained as it is applied to himself through developing personal opinions.

The written report will be evaluated by the teacher on the basis of relating information to future goals as well as skill in written communication.

The notes taken will be evaluated on the basis of relevant information as well as information which would give differentiating occupational information.

Dependent upon time and variety, a few of these reports will be read to the class by the students for the purpose of creating interest in different types of occupations.